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Eight elementary high schools in New York, North Carolina, Oregon, California, and Kansas were awarded $635,253.00 in Federal funds to develop demonstration media programs. This stimulated, directly and indirectly, additional professional and clerical media personnel, provision of new media services at the school district level, increased school district budgets for media programs, improved facilities for school media centers, improved accessibility of materials and services, provision of new kinds of materials, and provision of materials production centers and electronic information retrieval capabilities. Interviews with students, teachers, media specialists, principals, and visitors showed some degree of positive change in curriculum and instruction, utilization of materials by teachers, school and community attitudes, pupil behavior, and the Media Center Materials Collection itself as a result of the funding. (MM)

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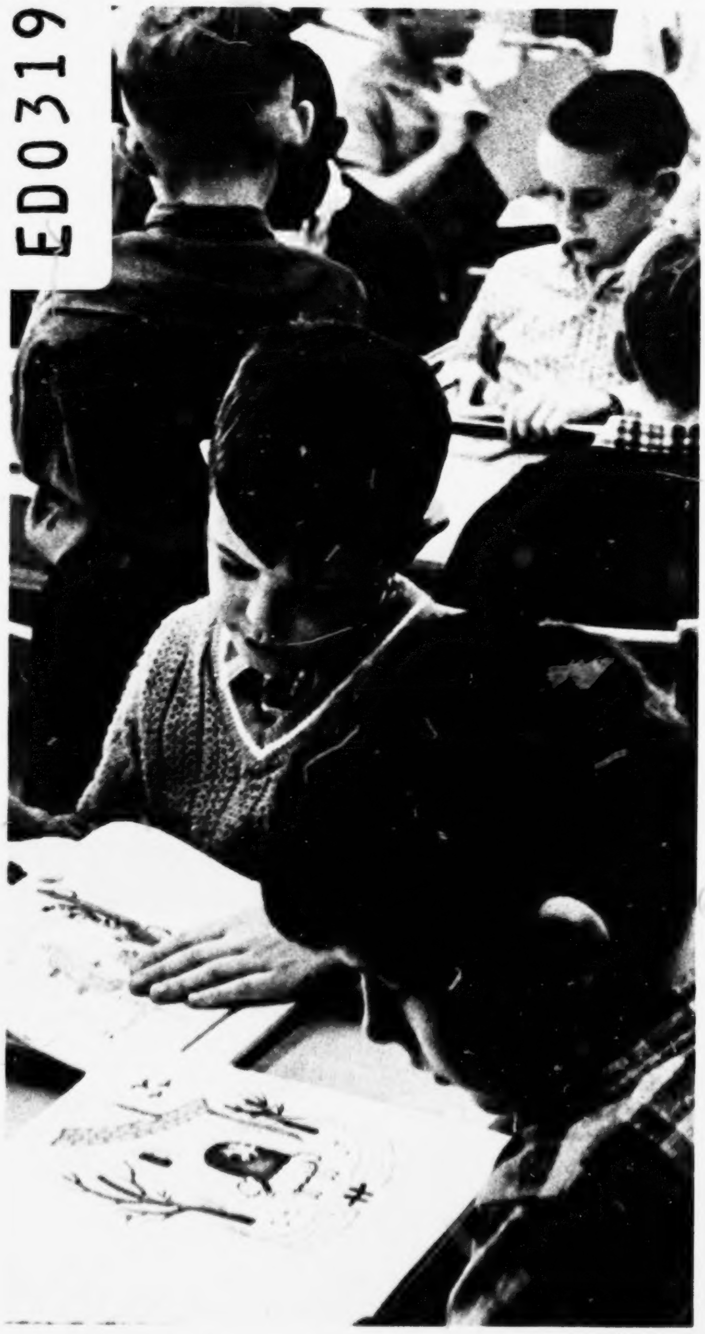

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# EMPHASIS ON EXCELLENCE IN SCHOOL MEDIA PROGRAMS

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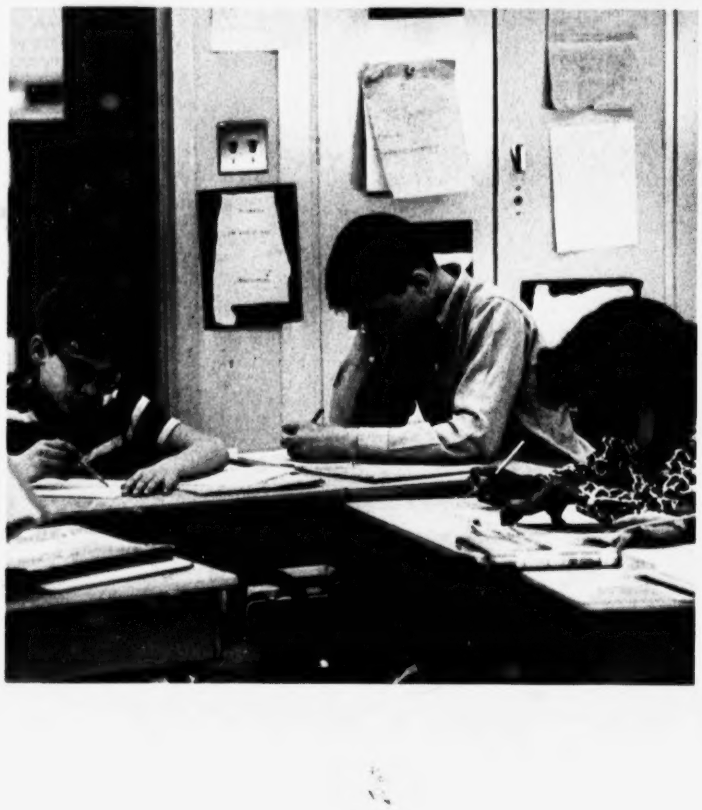

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# EMPHASIS ON EXCELLENCE
# IN SCHOOL MEDIA PROGRAMS

## DESCRIPTIVE CASE STUDIES
## SPECIAL-PURPOSE GRANT PROGRAMS

TITLE II
ELEMENTARY
AND SECONDARY
EDUCATION ACT OF 1965

SCHOOL LIBRARY RESOURCES,
TEXTBOOKS, AND OTHER
INSTRUCTIONAL MATERIALS

May 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
**Office of Education**

Robert H. Finch, Secretary
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# I. INTRODUCTION

This report presents descriptive case studies of media programs in eight public schools where demonstration projects have received funds under Title II of the Elementary and Secondary Education Act. Title II supports the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools.

Thirty States have reserved a portion of their Title II funds for special-purpose grants to develop model school media programs or to meet specific needs for instructional materials in special or exemplary programs. Staffs of State departments of education, assisted by Title II advisory committees, established the criteria for awarding special-purpose grants, among them: (1) Administrators were willing to provide additional personnel and facilities, if needed, to make the entire school a demonstration of good practice; (2) faculty and administration were committed to the support and development of a school media program; and (3) geographic location, transportation, and facilities made a demonstration program feasible.

This report describes the impact of selected special-purpose grant programs, and tells why they were developed, how they operate, and what children, teachers, media specialists, and visitors to the projects think about them. The fiscal 1966 report on ESEA Title II[1] briefly outlines provisions of the special-purpose grant program in 17 States and describes more fully the program in California, Kansas, Missouri, New York, North Carolina, and Ohio. The fiscal 1967 report[2] provides additional information about special-purpose grants.

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[1] U.S. Department of Health, Education, and Welfare. Office of Education. First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington: U.S. Government Printing Office, 1967. (OE-20108)

## Nature and Conduct of the Survey

In August 1967, the U.S. Office of Education held a small exploratory conference to determine how the ESEA Title II program might be evaluated. Conference participants recommended that case studies of schools receiving special-purpose grants for demonstration projects be developed to reflect:

a. Effect of greater quantities of instructional materials on the improvement of instruction

b. Effect of more instructional materials on pupil achievement

c. Changes in attitudes of administrators, teachers, media specialists, and pupils toward using a broad variety of instructional materials

d. Changes in support provided by media centers to curriculum and instruction

e. Quantity, variety, and quality of materials acquired in relation to instructional needs

f. Changes in use of materials by teachers and pupils

g. Effectiveness in administering instructional materials, including methods for making materials accessible

h. Adequacy of size of professional and clerical staff for programs of service with instructional materials

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[2] U.S. Department of Health, Education, and Welfare. Office of Education. Second Annual Report, Fiscal Year 1967, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington: U.S. Government Printing Office, 1969. (OE-20108-67)

i. Effect of more materials on improving the physical environment of the media center and other instructional areas of the school.

With this scope in mind, survey instruments were developed, including a guide for collecting data on the demonstration school; a guide for reporting on the special-purpose grant program in the demonstration school; interview guides for use with principals, media specialists, selected teachers, and selected students; and a guide for noting observations of visitors to demonstration school programs.

Eight schools receiving special-purpose grants were selected with the help of the ESEA Title II coordinator in the State education agency.

- Eagle Drive Elementary School, Patchogue-Medford Public Schools, Patchogue, Long Island, New York
- Lawsonville Avenue Elementary School, Reidsville City Schools, Reidsville, North Carolina
- Prairie School, Prairie Village Unified School District, Prairie Village, Kansas
- Burnt Hills-Ballston Junior High School, Burnt Hills-Ballston Lake Central Schools, Scotia, New York
- Lexington Middle School, Lexington City Schools, Lexington, North Carolina
- Michigan Avenue Junior High School, Coos Bay School District No. 9, Coos Bay, Oregon
- Hemet Union High School, Hemet Unified School District, Hemet, California
- Highland Park High School, Topeka Unified School District, Topeka, Kansas

Several factors were considered in choosing the schools: First, the grade level of the program--three elementary, three junior high, and two senior high schools; second, location--two in New York, two in

North Carolina, two in Kansas, and one each in California and Oregon; third, type of community--from a bedroom community in the Kansas City suburban area (Prairie) to an agricultural community in southern California (Hemet); fourth, size of enrollment--from 435 at Lawsonville Avenue (North Carolina) to 1,404 at Hemet; and fifth, amount of ESEA Title II grant--from $5,229 at Lawsonville Avenue to $58,810 at Hemet.

The survey was conducted by four participants in an ESEA Title II Evaluation Conference held in February 1968*, and by four staff members of the U.S. Office of Education:

Mr. William Cale, Supervisor, School Libraries, State Department of Education, Baltimore, Maryland

Mr. William W. Hoffman, Program Officer, ESEA Title II, U.S. Office of Education, Region VI, Kansas City, Missouri

Dr. Milbrey L. Jones, Education Specialist, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C.

Miss Marilyn Miller, Assistant Professor of Library Science, Western Michigan University, Kalamazoo, Michigan

Mrs. Kathlyn J. Moses, Education Specialist, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C.

Miss Ilo Remer, Education Specialist, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C.

Mr. John Rowell, Director, Programs for School Libraries, Center for Documentation and Communication Research and the School of Library Science, Case Western Reserve University, Cleveland, Ohio

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*The purpose of the conference on ESEA Title II evaluation was to evolve and gain acceptance for a national plan of evaluation of the ESEA Title II program, to obtain cooperation in the actual work of evaluation, and to achieve consensus on the evaluative instruments to be used. Participants included U.S. Office of Education personnel, representatives from the NEA Division of Audiovisual Instruction, the American Association of School Librarians, and the Association for Supervision and Curriculum Development, and college and university personnel from schools of education and departments of library education.

Miss Dorothy Ryan, Head, Department of Library Science,
University of Tennessee, Knoxville, Tennessee.

One person visited each school for approximately 4 days from May 6-31, 1968, interviewing principals, media specialists, groups of children and teachers, and, in some cases, visitors to the demonstration project. Interview data were returned to the Office of Education for tabulation and analysis and serve as the primary basis for this report. Some background information was obtained from publications produced by schools and State departments of education.

Chapters II through IX of this report are descriptions of the eight special-purpose programs, including information about Community Setting; School Setting; School Media Program; Special-Purpose Grant Project; Faculty Attitudes Toward Media Program; Pupil Attitudes Toward Media Program; and Value of Demonstration Program for Visitors. The last chapter summarizes survey findings.

## Definitions

Definitions used in this report (Appendix, Section B) were drawn from several sources. Some have been adapted from the ESEA Title II Regulations3/, and from a U.S. Office of Education publication, The Common Core of State Educational Information4/. Other definitions were

---

3/ Regulations Pursuant to Titles I, II, and III of the Elementary and Secondary Education Act of 1965. Federal Register 27: 2753 - 2758, February 9, 1967.

4/ Reason, Paul L., Emery M. Foster, and Robert F. Will. The Common Core of State Educational Information--State Educational Records and Reports Series: Handbook. Washington: U.S. Government Printing Office, 1953.

adapted from the working draft of Standards for School Media Programs, prepared by a Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association.

## II. EAGLE DRIVE ELEMENTARY SCHOOL
## PATCHOGUE, NEW YORK

### Community Setting

The Patchogue-Medford School District serves a suburban residential community in Suffolk, the easternmost county on Long Island, New York. The area includes a number of flower nurseries and small vegetable farms, and the Brookhaven National Laboratories are located there. Slightly over 10 percent of the working residents in this community of 26,385 commute to nearby Nassau County or New York City.

The consultant who conducted the survey reported:

> Patchogue is not a wealthy district. Industry is not located here. Small vegetable farms and small business provide the major sources of income. Low-income housing and low-down-payment housing have helped inundate Eagle Drive School with children. Many families are moving into the area from New York City. Parents want a better environment in which to rear their children, and they want better schools. Next fall, 70 percent of the enrollment in the school will be in grades K-1. Parents do not move to Patchogue without sacrifice. For instance, commuting takes a long time. Many fathers are either gone before the children get up in the morning and home after the children are in bed, or the fathers stay in the city during the week and come home for the weekend. Low down-payments mean higher monthly payments and more and more mothers are forced to work.

### School Setting

The average daily attendance for the Patchogue-Medford School District was 7,276 in 1967, an increase of more than 350 since 1966. The nine school units in the system include one senior high school, two junior high schools (grades 6-8), and six elementary schools (grades K-5).

An audiovisual coordinator, a library coordinator, three part-time aides and a full-time technician provide district-level media services to school media programs (Tables B and C). Operation of a district curriculum materials center, funded under Titles I and II of ESEA and through local effort, was begun in 1965 as part of a district-wide general improvement of school library services. Materials are distributed daily to all schools of the district. The center supports inservice education for professional staff, provides materials for multimedia classroom presentations, orients faculty members to new materials, and serves as a research center for curriculum development, as well as a back-up for individual school library reference services. It is a model facility for other school districts in the metropolitan New York and Long Island areas.

The varied collection of materials available in the school district media center for loan to elementary and secondary schools is shown in Table D. The reference collection is composed largely of subject encyclopedias, directories, indexes, and bibliographies. To support individual school libraries, model book collections have been established in seven special interest areas: American Negro, Asia, Africa, folklore, contemporary world poetry and fiction, oceanography, and marine biology.

Nearly 200 current professional periodicals are provided, with back issues for some available on microfilm. A large library of films, recordings, prints, and sculpture encourages a multimedia approach to classroom presentations. The center includes complete facilities for developing locally oriented printed and projected materials. The total collection of the center is organized according to an unconventional, computer-based information system that furnishes a book catalog for distribution to all schools.

In October 1967, Eagle Drive Elementary School (grades K-5) had an average daily attendance of 1,158. The faculty includes 43 classroom teachers. Two specialists each in reading, art, music, and physical education are assigned full time to the school. The services of a psychologist and speech therapist are provided on a part-time basis. A curriculum specialist and a science specialist are available on request.

The consultant conducting the survey at Eagle Drive found the school in a changing neighborhood where the average socioeconomic level and educational background of adults are low. Approximately 27 percent of the total school enrollment are Puerto Rican and Negro children.

Because of a 25-percent turnover in enrollment each year, the summer enrichment program which helps make up for the cumulative effects of transiency and educational deprivation is particularly important. The summer program includes special education, reading, and mathematics classes. The school media center is a regular feature of the summer program and is opened to the entire community. During the summer of 1967, center activities included the circulation of materials, story hours, and filmstrip and record programs. More than 100 individuals attended each day, with a total attendance of 3,827.

## School Media Program

Two media centers serve the children and teachers of this large elementary school. A primary center, located on the back wing of the first floor of the school, serves grades K-3. The intermediate media center serves grades 3-5 and is located on the second floor front of the building. For both centers, a staff of two media specialists and a full-time media aide provide services to children and teachers. Facilities provided in the two centers are shown in Table I, in the appendix.

The school media centers are open before classes, for an hour after classes, and during every period of the school day. Either the media aide or the professional staff is in the centers at all times (Table J).

A school brochure describes the program:

> To facilitate the maximum use of the libraries, a flexible schedule has been developed. Grades K-3 are scheduled for a meeting once a week, and grades 4 and 5 are on open scheduling.
>
> Students in grades K-2 receive instruction about the library and the books. Besides formal instruction, the students will have story hours, picture book stories, dramatizations, and other library-oriented activities for the purpose of developing, at an early age, an appreciation of books and the library.
>
> Grades 3-5 have a program of library orientation, including the classification system, the use of the book catalog, the dictionary, the encyclopedia, other reference tools, periodicals,bibliography making, and any other library-oriented activities which are requested. The students do not receive formal instruction at every meeting, nor will they go through every phase in 1 year.

> Instruction is a long-range process, and is built upon year after year. As much as possible, non-book materials are used in the program. This enables the use of many new approaches. So even the nonreader or the reluctant reader can profit from the library program. Also for grades 3-5, there are storytelling, reading aloud, book talks, and other activities, including prereading periods. There is a wide variety of material which can be used in the individualized reading programs.

Instructional materials and media equipment available in the media center are shown in Tables F and G. All printed materials are available for home loan, except a small collection of reference books available for teacher use only. The collection of audiovisual materials is very limited and generally audiovisual materials are reserved for use in the media center or for teacher use only. However, loan policies are flexible to meet teacher and pupil needs.

To disseminate information about the media center collection, bibliographies on special subjects are compiled and continuously revised. Special bibliographies may be requested and all include printed and audiovisual materials. Occasionally, special lists are distributed to correspond with school displays, holidays, and other interest areas. The bibliographies are generally distributed to other schools in the district.

The consultant who conducted the survey reported:

> The district is developing a strong central supportive media program. A good professional collection, imaginative ideas for promoting the services of the center, and growing financial support by the district all are healthy signs for future development. Central ordering and processing are not done for the schools; however, computer-printed book catalogs are being provided for the district's collection as well as for the individual school collections.

## Special-Purpose Grant Project

The New York State Education Agency has awarded two special-purpose grants under ESEA Title II to the Patchogue-Medford Schools. In fiscal year 1966, a grant of $40,000 aided in developing a curriculum materials center to serve the students and teachers of the district. A second grant of $40,500 in fiscal 1967 helped to enrich the educational experience of Eagle Drive Elementary School pupils by providing more materials and to develop a model media center program for other school districts with similar enrollments. To achieve project objectives a wide range of materials were purchased and various promotional activities were initiated to encourage visitors.

Eagle Drive set additional objectives as follows:

- To establish a model two-station library in a new K-5 school to allow twice as much time for pupil access, and to provide more extensive and varied collections
- To extend reading activities and enrich the educational experiences by making printed, recorded, taped, filmed, and other materials available to integrate new curriculum and library programs
- To stimulate, motivate, and establish the "library habit" at the very beginning of the child's school experience
- To initiate a library program that will give opportunity for individual and small-group instruction--and to provide reference materials in all areas
- To provide browsing, listening, and viewing areas in both libraries

Table 1 shows the amount of Federal funds--$74,195--expended for materials and equipment related to the media program for 3 fiscal years. Title II funds represent slightly more than one-half of the total.

Following the special-purpose grant, media supervisors, media aides, and technicians were employed to assist with new school district services to media programs, including:

- Consultant services in school media programs to teachers, school principals, and school media specialists
- Inservice education in school media programs provided to teachers, school principals, and school media specialists
- Centralized processing of printed materials (under contract with Suffolk Cooperative Library System)
- School district media center.

A number of changes, including many "firsts," were also made in the media program at Eagle Drive Elementary School. The professional staff of the media center was increased and a media aide employed. Additional space provided independent study stations as well as individual and group listening and viewing stations. Increased local effort bolstered the budget for the media program. Hours of service were lengthened and the media center was open for use in the summer. Some new types of audiovisual materials were acquired, including filmstrips, disc recordings, art prints, and study prints. Reference books were made available for home loan and interlibrary loan services were established with other school media centers in the district.

Table 1. Federal Funds Expended for Eagle Drive Elementary School Media Program for Three Fiscal Years

| Federal Program 1 | Printed Materials 2 | AV Materials 3 | Equipment 4 | Professional Salaries 5 | Clerical Salaries 6 | Total 7 |
|---|---|---|---|---|---|---|
| ESEA I | | | | | | |
| 1966 | - | - | $6,332 | $3,000 | $1,600 | $10,932 |
| 1967 | - | - | - | 8,125 | 3,000 | 11,125 |
| 1968 | - | - | - | 8,531 | 2,916 | 11,447 |
| ESEA II | | | | | | |
| 1966 | $38,100 | $2,400 | - | - | - | 40,500 |
| 1967 | - | - | - | - | - | - |
| 1968 | - | - | - | - | - | - |
| NDEA III | | | | | | |
| 1966 | - | - | - | - | - | - |
| 1967 | - | - | - | - | - | - |
| 1968 | - | - | 191.25 | - | - | 191.25 |
| Total | $38,100 | $2,400 | $6,523.25 | $19,656 | $7,516 | $74,195.25 |

Addition of personnel and materials has enabled the professional media staff to participate in the following instructional activities:

- Team teaching
- Introduction of classroom units using media center materials
- Departmental meetings
- Orientation of new teachers
- Classroom book and film discussions
- Work with teachers in selection of new materials.

The media staff of the Eagle Drive Elementary School attribute the above changes in school district media services and in the media program of their school largely to the ESEA Title II special-purpose grants.

## Faculty Attitudes Toward Media Program

Thirty-four, or about 79 percent, of the classroom teachers at Eagle Drive Elementary School were interviewed concerning changes occurring since greater quantities of instructional materials became available. Included were three kindergarten teachers, seven first-grade teachers, six second-grade teachers, six third-grade teachers, four fourth-grade teachers, four fifth-grade teachers, and six teachers of combination grades. Table 2 shows how the Eagle Drive teachers responded to the survey items.

Table 2. Extent to Which Teachers at Three Elementary Schools Observed Evidence of Change Since Additional Materials Were Made Available

| Item | Eagle Drive | | | | Lawsonville Ave. | | | | Prairie | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| A. Curriculum and Instruction | | | | | | | | | | | | |
| 1. Classroom units are being planned to use the new materials. | 52.9 | 44.1 | 0 | 2.9 | 88.2 | 11.7 | 0 | 0 | 85.7 | 14.2 | 0 | 0 |
| 2. Increased materials have contributed to the individualization of instruction. | 64.7 | 23.5 | 2.9 | 8.8 | 94.1 | 5.8 | 0 | 0 | 85.7 | 14.2 | 0 | 0 |
| 3. The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. | 47 | 32.3 | 2.9 | 17.6 | 88.2 | 11.7 | 0 | 0 | 61.9 | 38.0 | 0 | 0 |
| 4. The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. | 50 | 35.3 | 0 | 14.7 | 64.7 | 29.4 | 0 | 5.8 | 90.4 | 9.5 | 0 | 0 |
| 5. Increased materials made possible more class assignments that provide for the needs and abilities of individual students. | 47 | 38.2 | 2.9 | 11.7 | 88.2 | 5.8 | 0 | 5.8 | 100 | 0 | 0 | 0 |

A-To a great extent.
B-To a limited extent.
C-Not at all.
D-Don't know.

| Item | Eagle Drive |  |  |  | Lawsonville Ave. |  |  |  | Prairie |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 6. The new materials have contributed to changes in curriculum content. | 26.4 | 41.1 | 2.9 | 29.4 | 70.5 | 17.6 | 0 | 11.7 | 42.8 | 33.3 | 14.2 | 9.5 |
| 7. School media specialists have become more involved in the instructional program. | 26.4 | 44.1 | 8.8 | 20.5 | 88.2 | 5.8 | 0 | 5.8 | 76.1 | 23.8 | 0 | 0 |
| 8. The changes in curriculum and instruction can be attributed to the Title II special-purpose grant. | 44.1 | 26.4 | 0 | 29.4 | 82.3 | 11.7 | 0 | 5.8 | 19 | 4.7 | 0 | 76.1 |
| B. Utilization of Materials (by teachers) |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Teacher interest in using materials in classroom instruction has increased. | 79.4 | 14.7 | 0 | 5.8 | 94.1 | 5.8 | 0 | 0 | 80.9 | 19 | 0 | 0 |
| 2. The use of audiovisual materials in classroom instruction has increased. | 64.7 | 26.4 | 0 | 8.8 | 70.5 | 11.7 | 0 | 17.6 | 95.2 | 4.7 | 0 | 0 |
| 3. The number of teachers making class assignments that require the use of materials from the media center has increased. | 29.4 | 29.4 | 0 | 41.1 | 88.2 | 5.8 | 0 | 5.8 | 71.4 | 19 | 0 | 9.5 |
| 4. The lending of special collections of materials from the media center to classrooms has increased. | 52.9 | 26.4 | 0 | 20.5 | 88.2 | 0 | 0 | 11.7 | 80.9 | 19 | 0 | 0 |

Table 2. Extent to Which Teachers at Three Elementary Schools Observed Evidence of Change Since Additional Materials Were Made Available - Continued

| Item | Eagle Drive | | | | Lawsonville Ave. | | | | Prairie | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 5. The changes in utilization of materials (by teachers) can be attributed to the Title II special-purpose grant. | 50 | 17.6 | 0 | 32.3 | 88.2 | 0 | 0 | 11.7 | 14.2 | 0 | 0 | 85.7 |
| C. School and Community Attitudes | | | | | | | | | | | | |
| 1. The acquisition of more materials has stimulated school and community interest in the school media center. | 32.3 | 20.5 | 0 | 47 | 52.9 | 35.2 | 0 | 11.7 | 66.6 | 19 | 0 | 14.2 |
| 2. Parents have become more aware of the school media center program. | 20.5 | 32.3 | 5.8 | 41.1 | 47.0 | 41.1 | 0 | 11.7 | 80.9 | 19 | 0 | 0 |
| 3. School board members have become more aware of the school media center program. | 17.6 | 11.7 | 5.8 | 64.7 | 41.1 | 0 | 0 | 58.8 | 52.3 | 4.7 | 0 | 42.8 |
| 4. Teacher interest in selecting new materials for the media center has increased. | 38.2 | 50 | 0 | 11.7 | 88.2 | 11.7 | 0 | 0 | 71.4 | 9.5 | 4.7 | 14.2 |
| 5. There is more cooperation between media staff and most classroom teachers. | 50 | 35.3 | 0 | 14.7 | 88.2 | 5.8 | 5.8 | 0 | 66.6 | 28.5 | 4.7 | 0 |
| 6. School administrators have become more aware of the school media program. | 61.7 | 14.7 | 0 | 23.5 | 82.3 | 5.8 | 0 | 11.7 | 80.9 | 4.7 | 0 | 14.2 |

| Item | Eagle Drive |  |  |  | Lawsonville Ave. |  |  |  | Prairie |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 7. The changes in school and community attitudes can be attributed to the Title II special-purpose grant. | 26.4 | 23.5 | 0 | 50 | 52.9 | 23.5 | 0 | 23.5 | 9.5 | 4.7 | 0 | 85.7 |
| D. Pupil Behavior |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. The increase in materials has contributed to student learning and achievement. | 67.6 | 23.5 | 0 | 8.8 | 82.3 | 17.6 | 0 | 0 | 100 | 0 | 0 | 0 |
| 2. Students have been motivated to use printed materials from the media center to complete class assignments. | 32.3 | 50 | 0 | 17.6 | 82.3 | 11.7 | 0 | 5.8 | 71.4 | 19 | 0 | 9.5 |
| 3. Students have been motivated to use audiovisual materials from the media center to complete class assignments. | 14.7 | 52.9 | 8.8 | 23.5 | 94.1 | 0 | 0 | 5.8 | 95.2 | 4.7 | 0 | 0 |
| 4. The availability of audio-visual materials for independent use in the media center has increased student interest in reading and study. | 23.5 | 44.1 | 5.8 | 26.4 | 94.1 | 5.8 | 0 | 0 | 66.6 | 14.2 | 0 | 19 |
| 5. Student use of media center materials for noncurricular purposes has increased. | 47 | 17.6 | 0 | 35.3 | 82.3 | 5.8 | 0 | 11.7 | 23.8 | 14.2 | 4.7 | 57.1 |
| 6. Students who seldom used the media center before have been attracted by the new materials. | 44.1 | 32.3 | 0 | 23.5 | 94.1 | 0 | 0 | 5.8 | 57.1 | 19 | 0 | 23.8 |

Table 2. Extent to Which Teachers at Three Elementary Schools Observed Evidence of Change Since Additional Materials Were Made Available- Continued

| Item | Eagle Drive | | | | Lawsonville Ave. | | | | Prairie | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 7. Students have been motivated to improve their skill in how to use materials and the media center. | 23.5 | 58.8 | 2.9 | 14.7 | 94.1 | 5.8 | 0 | 0 | 100 | 0 | 0 | 0 |
| 8. The changes in pupil behavior can be attributed to the Title II special-purpose grant. | 26.4 | 29.4 | 0 | 44.1 | 82.3 | 11.7 | 0 | 5.8 | 4.7 | 9.5 | 0 | 85.7 |
| E. Media Center Materials Collection | | | | | | | | | | | | |
| 1. The collection of printed materials in my teaching field has been strengthened. | 55.8 | 35.3 | 0 | 8.8 | 94.1 | 5.8 | 0 | 0 | 85.7 | 9.5 | 0 | 4.7 |
| 2. The collection of audiovisual materials in my teaching field has been strengthened. | 64.7 | 32.3 | 0 | 2.9 | 100 | 0 | 0 | 0 | 85.7 | 14.2 | 0 | 0 |
| 3. The collection of materials includes adequate and up-to-date information on educational and occupational guidance. | 20.5 | 32.3 | 0 | 47 | 64.7 | 17.6 | 0 | 17.6 | 4.7 | 33.3 | 4.7 | 57.1 |
| 4. The collection of professional materials for teachers has been strengthened. | 26.4 | 38.2 | 2.9 | 32.3 | 94.1 | 0 | 0 | 5.8 | 28.5 | 28.5 | 19 | 33.3 |
| 5. The new materials allow for the varying abilities of pupils expected to use them. | 64.7 | 26.4 | 0 | 8.8 | 94.1 | 5.8 | 0 | 0 | 90.4 | 9.5 | 0 | 0 |
| 6. The changes in media center materials collections can be attributed to the Title II special purpose grant. | 58.8 | 14.7 | 0 | 26.4 | 94.1 | 5.8 | 0 | 0 | 9.5 | 4.7 | 0 | 85.7 |

Fifty percent or more of the Eagle Drive teachers credited additional instructional materials with extensive changes for items shown below.

Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available, by 50 Percent or More of the Eagle Drive Elementary School Teachers Interviewed (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | Teacher interest in using materials in classroom instruction has increased. (B-1)* | 79.4 |
| 2. | The increase in materials has contributed to student learning and achievement. (D-1) | 67.6 |
| 3. | Increased materials have contributed to the individualization of instruction. (A-2) | 64.7 |
| 3. | The use of audiovisual materials in classroom instruction has increased. (B-2) | 64.7 |
| 3. | The collection of audiovisual materials in my teaching field has been strengthened. (E-2) | 64.7 |
| 3. | The new materials allow for the varying abilities of pupils expected to use them. (E-5) | 64.7 |
| 4. | School administrators have become more aware of the school media program. (C-6) | 61.7 |
| 5. | The collection of printed materials in my teaching field has been strengthened. (E-1) | 55.8 |
| 6. | Classroom units are being planned to use the new materials. (A-1) | 52.9 |
| 6. | The lending of special collections of materials from the media center to classrooms has increased. (B-4) | 52.9 |
| 7. | The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. (A-4) | 50 |

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*The letters and numbers following each item refer to the number of each item on the interview guide and in Table 2.

| Rank | Item | Percent |
|---|---|---|
| 7. | There is more cooperation between media staff and most classroom teachers. (C-5) | 50 |

To seven items, listed below in rank order, 35 percent or more of the teachers answered "Don't know."

| Rank | Item | Percent |
|---|---|---|
| 1. | School board members have become more aware of the school media center. (C-3) | 64.7 |
| 2. | The acquisition of more materials has stimulated school and community interest in the school media center. (C-1) | 47 |
| 2. | The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3) | 47 |
| 2. | The collection of professional materials for teachers has been strengthened. (E-4) | 47 |
| 3. | The number of teachers making class assignments that require the use of the media center has increased. (B-2) | 41.1 |
| 3. | Parents have become more aware of the school media center. (C-2) | 41.1 |
| 4. | Student use of media center materials for noncurricular purposes has increased. (D-5) | 35.3 |

It should be noted that Eagle Drive School is only 2 years old, that 50 percent of its teachers were new in the 1967-68 term, and that only two or three had taught in Patchogue prior to the opening of the school. However, it is interesting that three items related to School and Community Attitudes received predominantly "Don't know" responses, and that 47 percent of the teachers were unaware of the strengthening of the collection of professional materials in view of the $40,000 grant in fiscal year 1966 for a model district media center.

In response to five summary questions about the influence of the ESEA Title II special-purpose grant, a majority of the teachers attributed the change in Media Center Material Collection (58.8 percent) and Utilization of Materials (by teachers) (50 percent) largely to the special-purpose grant. However, only 26.4 percent attributed changes in Pupil Behavior and School and Community Attitudes to the added materials provided by the grant. Approximately 44 percent attributed changes in Curriculum and Instruction largely to the grant. Over 25 percent of the teachers responded "Don't know" to each category concerning the influence of the special-purpose grant.

The same series of items was posed to the principal and media specialist of Eagle Drive Elementary School. The principal felt that change had occurred to a great extent for 28 of the 29 items. The only item for which he reported observing limited change was the contribution of the new materials to curriculum content (A-6), commenting:

> The New York State Education Department basically dictates curriculum. The special-purpose grant has allowed us to greatly expand the minimum requirements and allow for expansion, both horizontally and vertically.

The Eagle Drive media specialist reported extensive change for 18 of the 29 items. She noted only limited change for 11 items as follows:

- Classroom units are being planned to use the new materials. (A-1)
- Increased materials have contributed to the individualization of instruction. (A-2)

- The acquisition of increased materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- The new materials have contributed to changes in curriculum content. (A-6)
- School media specialists have become more involved in the instructional program. (A-7)
- The lending of special collections of materials from the media center to classrooms has increased. (B-4)
- Teacher interest in selecting new materials for the media center has increased. (C-4)
- Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3)
- The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (D-4)
- The collection of audiovisual materials has been strengthened in subject fields covered in the school curriculum. (E-2)
- The collection of professional materials for teachers has been strengthened. (E-4)

A majority of the teachers differed with the media specialist on five items. The planning of classroom units to use the new materials (A-1), the contribution of materials to the individualization of instruction (A-2), the loan of materials to classrooms (A-4), increased teacher interest in selection of materials (C-4), and the strengthening of the audiovisual materials collection in various subject fields (E-2) were considered to have changed to a great extent by 50 percent or more of the teachers.

The Eagle Drive media specialist reported no change in the collection of materials on educational and occupational guidance (E-3). Asked to what extent changes in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil

Behavior, and Media Center Materials Collection could be attributed to the ESEA Title II special-purpose grant, the principal and media specialist answered "to a great extent" in every case.

## Pupil Attitudes Toward Media Programs

Eighty-four, or about 7 percent, of the Eagle Drive Elementary School pupils were asked about the media center program. Table N shows the number interviewed from each grade among the 37 boys and 47 girls, grades 3-5.

Pupil responses to what they liked best about the media center found most frequent references to:

- Good selection of books and materials (cited 51 times)
- Accessibility of materials (cited 24 times)
- Pleasant and comfortable atmosphere (cited 9 times)

The discussions, the Dr. Seuss books, and the educational value of the media center were each mentioned by one student. Two fifth-grade girls said they liked the open scheduling.

Asked what they liked least about the media center, students mentioned 12 different items; however, no single item was cited by more than eight students. Items least liked by more than one student were:

- Too noisy (cited 8 times)
- Professional staff unable to give sufficient service to students (cited 6 times)
- Media center regulations require students to work quietly (cited 3 times)

- Insufficient supply of books (cited 3 times)
- Not enough time allowed for use of media center (cited 2 times)
- Reading and taking out books (cited 2 times)

Two students mentioned the electrical shocks created by the carpeting during cold weather. One student said he did not like "some of the books" and a fourth-grade boy said that the media center needed a book about laser beams. Another student liked least the Dewey Decimal System and a third-grade boy said he didn't like the way students made the media center untidy. One student mentioned the regulation allowing students to borrow only two books at one time. A fifth-grade girl noted:

> We have a lot of books to read and you can concentrate on reading. We do not spend enough time in the media center.

A fifth-grade boy commented:

> I like it best when we have discussions. There are not enough good books. I like to read. We feel free to go to the media center. No one rushes you to get out fast.

Favorable items apparently outweighed those liked least, as 69 of the 84 students stated that pupils at Eagle Drive Elementary School appeared to be using the media center more than they used to. Students gave the following major reasons for increased use, many citing two or more:

| | Number of Times Cited |
|---|---|
| . It has more books and materials. | 45 |
| . It is necessary for school work. | 15 |
| . The media specialist is helpful. | 8 |
| . It is more attractive. | 8 |

| | Number of Times Cited |
|---|---|
| . It has audiovisual materials. | 3 |
| . Students like to use the audiovisual equipment. | 1 |
| . Old school did not have media center. | 1 |
| . Books are arranged better. | 1 |

Asked about their own use of the media center, nearly 93 percent of the students replied that they used the media center more than in the past. Those interviewed felt they used the center somewhat more than their fellow students. Reasons for their increased use were:

| | Number of Times Cited |
|---|---|
| . It has more books and materials. | 39 |
| . It is necessary for school work. | 18 |
| . There is open scheduling. | 11 |
| . It is more attractive. | 8 |
| . The media specialist is helpful. | 2 |
| . It has audiovisual materials. | 2 |
| . No media center was available last year. | 1 |

The consultant who interviewed the Eagle Drive students reported:

> The interviews with the children were delightful.... I decided to conduct taped interviews with 15 children in kindergarten, first, and second grades. It was unanimous. The children love the library and the books, the books, the books! They like the freedom, the beauty, the carpets, the story hours.

## Value of Demonstration Program for Visitors

The school district prepared a flyer inviting visitors to observe 23 aspects of the programs at the Curriculum Materials Center at Eagle Drive School. These ranged from extent of the leadership, guidance, and support of the central administrator to development of a system for statistical control.

During the survey of Eagle Drive Elementary School, responses were obtained from 12 visitors to the school, including three school librarians, four State department of education staff members, two school library supervisors, one elementary school principal, one teacher, and a parent who was visiting as a requirement for a library science course. Six visitors learned about the demonstration project through professional meetings, three from State department of education staff, and four through various personal contacts. Visitors were asked to respond to 17 items about their observations in the demonstration school, including activities, attitudes, and facilities. At least half of the visitors indicated evidence of 12 items to a great extent:

### Utilization of Materials (by teachers)

- Use of instructional materials in individualized study program
- Student use of research tools and techniques in completing assignments
- Program of teaching study skills and use of instructional materials and media center
- Teacher use of media center

School and Community Attitudes

- Cooperation between media staff and some classroom teachers
- Teachers' support of media center program
- Administrator's support of media center program
- Students' interest in media center program

Facilities and Accessibility

- Facilities for independent use of audiovisual materials
- Flexible methods of scheduling pupils for use of media center
- Liberal loan regulations for media center materials
- Efficient procedures for purchasing, processing, and organizing media center materials

The four items observed "to a lesser extent," "not at all," or marked "don't know" were:

Utilization of Materials (by teachers)

- Use of instructional materials in classrooms

School and Community Attitudes

- Media staff participation in team teaching
- Community interest in media center program

Facilities and Accessibility

- Extended hours of media center opening (Beyond school day, evenings, and weekends)

Visitors were also asked about two items to summarize their reactions to the media center program. Responses were evenly divided as to whether their visit to Eagle Drive had increased their understanding of media center programs in education. Over 41 percent reported greatly increased understanding; however, the same percentage indicated that the visit had only a limited effect on increasing their understanding. About 58 percent of the visitors felt that the demonstration media center program was contributing extensively to the instructional program at Eagle Drive; 25 percent found this contribution limited.

Part C of the questionnaire asked about the impact of the demonstration program on the visitor's own local school media center to assess the degree to which such programs may contribute to the improvement of school media programs on a State and national basis.

Only four visitors to the Eagle Drive Elementary School responded to Part C because some felt that they were not in a position to effect changes in local school media programs or that their visit had been too recent. Two of the four respondents indicated that, since their visit to Eagle Drive, changes had been effected in their own local school media programs to a great extent for seven items:

- Improvement of media center programs
- Additions or improvements to media center independent study facilities
- Additional professional positions established for media personnel in individual schools
- Additional clerical and or technical positions established for media personnel in individual schools

- Making audiovisual materials available for pupil use in school media centers
- Increased funding for media center programs
- Improved purchasing, processing, and organizational procedures for media center materials

Two visitors reported no change in their inservice program for teachers in use of media center materials.

The four respondents were also asked to indicate the extent to which they attributed changes in personnel and facilities, in use of materials, and in administration, to their visits to the media center. Two visitors thought that they could attribute only limited change in school media center programs to their visit to the demonstration school; the other two respondents indicated that their visit to Eagle Drive had had no effect on media personnel and facilities in their own schools. One visitor attributed limited change in use of materials and administration of school media centers to his visit to the demonstration school; two visitors thought the visit had no effect on these items, and answered "Don't know" to this question.

The elementary school principal who visited Eagle Drive Elementary School commented:

> It would be difficult to attribute any improvements in library services in my school district to a single visit by local staff members to the very fine Eagle Drive model. Certainly the visit did reinforce local thinking about directions in which to proceed and did expand the vision of all who participated in the Eagle Drive visit. The model was an extremely worthwhile one.

A school librarian who visited the school noted:

> The purpose of our visit was to show our librarians the sort of things students could be doing in a model library....

> I felt a sense of excellent usage in both libraries. The atmosphere was warm and conducive to student enjoyment of learning....

Summary

The two-station media center established in Eagle Drive Elementary School was developed as a model under ESEA Title II to demonstrate how a media program can support instruction and provide experiences with good books. A comparison of the objectives of the Eagle Drive project with the responses of the teachers, pupils, the principal, and the media specialist indicates that, in general, the objectives are being attained.

The supply of instructional materials has been increased both in quantity and quality. Funds from ESEA Title I and NDEA Title III have been coordinated with the ESEA Title II special-purpose grant to provide equipment and personnel to support the media program. Over 79 percent of the Eagle Drive teachers who were interviewed reported that teacher interest in using materials in classroom instruction had increased extensively. Nearly 68 percent of these teachers felt that the added materials had contributed to student learning and achievement.

The effort to stimulate, motivate, and establish the library habit has been successful, according to Eagle Drive pupils. They report greater use of the media center because of the added materials and because of class assignments that require use of the materials. The students are impressed with the accessibility of the materials and the pleasant and comfortable atmosphere they find in the media center.

The consultant who conducted the survey at Eagle Drive concluded:

> If what many of us believe about reading is true--that schools have the responsibility for developing interest and taste in reading as well as teaching skills--the Eagle Drive program as it is now developing can demonstrate how it can be done. The children have an observable enthusiasm for their libraries and, as borne out by their responses in the interviews, they love the books best.... I am very enthusiastic about the program at Eagle Drive. They were demonstrating successfully what they planned to demonstrate, and they have many ideas for broadening the program.

## III. LAWSONVILLE AVENUE ELEMENTARY SCHOOL
## REIDSVILLE, NORTH CAROLINA

### Community Setting

The Lawsonville Avenue Elementary School is one of six elementary schools in the Reidsville, North Carolina, city school system. Reidsville is a small but growing city with more than 14,000 residents within the corporate limits. A variety of manufactured goods is produced in the Reidsville area, including cigarettes and other tobacco products, bags, textile products, foundry and steel products, plastics, beverages, and lumber products. In 1966, per capita income in Reidsville was $2,404 and per family income averaged $8,207.

### School Setting

Reidsville is served by the Reidsville Public School System; the surrounding communities are served by the Rockingham County School System. Consolidation of these systems is expected in 1969. Studies to determine needed vocational programs and other curriculums are attempting to reflect the educational needs of business, industry, and the county in general.

The Reidsville System comprises six elementary schools, one junior high school, and two senior high schools. For 1967, the average daily attendance was 4,843, a slight increase over 1966 (Table B).

School district services for school media programs are provided by a full-time director of audiovisual education and a full-time technician. Services offered to individual school media programs are shown in Table C. The school district media center has 16mm. films, transparencies, transparency masters, and videotape recordings for loan to elementary and secondary school media centers (Table D).

In October 1967, Lawsonville Avenue Elementary School had an estimated average daily membership of 435 in grades K-6. The faculty included the principal, 16 classroom teachers, one teacher each for kindergarten and special education, one full-time media specialist, and one part-time media specialist. A curriculum specialist, music specialist, speech therapist, and band director were assigned to the school on a part-time basis. The services of a psychologist, physical education specialist, and science specialist were available on request.

Use of a nongraded curriculum was made possible through three grants from the North Carolina Comprehensive School Improvement Project (CSIP), financed jointly by the State Board of Education and the Ford Foundation. The classroom staff is organized into three teams: six teachers working with 6- and 7-year-olds, five working with the 8- and 9-year-olds, and five assigned to the 10- and 11-year-olds. Each team has a teacher aide and a clerical aide to handle all clerical and nonprofessional duties as well as certain instructional tasks under the direction of the teachers. Team leaders are responsible for coordinating the efforts of team members. They also provide liaison between the team and the principal and other staff.

Children assigned to a team are placed in homerooms on a heterogeneous basis for recordkeeping. They are grouped for mathematics and language arts on the basis of achievement, strengths and weaknesses, and teacher judgment. Every effort is made to diagnose pupil needs and prescribe appropriate work; grouping is flexible to allow for changes in needs. Other subjects, such as social studies, science, health, physical education, music, and art, are studied in heterogeneous groups varying in size according to topics studied, materials used, and staff specialization. One teacher may introduce a lesson or unit for the whole group.

In each of four suites, three classrooms are clustered around a multipurpose room separated by folding walls. Suites are paired and joined by a workroom used by teacher aides and for storage and preparation of materials. The learning resources (media) center is at the core of the building. All classrooms can receive regular television programs; closed-circuit television is to be installed. Programs taped in one classroom suite may be piped throughout the building or stored for future use. Plans for inservice training include the use of video tapes.

Many of the students at Lawsonville Avenue Elementary School come from economically and educationally deprived homes. A kindergarten program was begun in 1966-67 with ESEA Title I funds to meet the urgent need of children for preschool education.

The school system and Lawsonville School enjoy a close relationship with the University of North Carolina at Greensboro. Student teachers are frequently assigned to the school and university consultants assist school personnel with the Comprehensive School Improvement

Project (CSIP) and federally funded activities. Lawsonville Avenue is a Teacher Education and Professional Standards (TEPS) demonstration school for the National Education Association.

ESEA Title III has supported a summer training program for teachers in newer curriculum and innovative educational concepts. Specific objectives were:

- To help teachers become more capable diagnosticians of children's learning difficulties and strengths
- To help teachers become increasingly able to design curricular experiences for children based on a thoroughgoing diagnosis of individual and group needs
- To investigate ways of effecting more efficiency and economy in teaching and learning in mathematics, science, and social studies through the development of a curriculum steering committee composed of teachers and administrators

This program is intended to produce a planning strategy for the development of curriculums in physical science, social science, and mathematics. Results of planning will be tried out in regular classes and evaluated. Curriculum design in future years will be based on the study, use, and continued evaluation of methods, content, and technique. Through the Title II grant, participants in the Title III program have access to the newer media to meet student needs.

## School Media Program

In January 1967, an addition to the school plant provided a 5,520-square-foot learning resources (media) center, which is easily accessible to all classrooms and multipurpose areas and has two outside entrances. The center has individual study carrels for listening and viewing, and areas for reading, browsing, story time, research, preparation of audiovisual aids, and processing of library materials (Table I). The staff includes one full-time and one part-time media specialist and a full-time media aide. Part-time clerical assistance is provided by the Neighborhood Youth Corps.

Tables F and G show the number and types of printed and audiovisual materials and equipment owned by the media center. There is a special collection of materials on North Carolina, including maps, transparencies, filmstrips, pamphlets, clippings, books, etc. A special collection includes books and sound filmstrips related to family problems and human relations. The media center houses several types of equipment not shown in Table G, including a wired roving rostrum, portable science laboratories, an electric battery, six microscopes, two typewriters, two pianos, a portable electric organ, and a dry-mount press.

A brochure describes the demonstration project as follows:

> The motivation for usage grows out of classroom assignments, questions, curiosities aroused in discussion or simple browsing and serendipity. We entice them in all the ways we can think of.... The library is not just inside the main reading room's four walls. It extends to all the rooms of the buildings and into the homes of the students. Maybe a completely successful program would leave the shelves bare.

Services offered to children and teachers by the media center are shown in Table J. All media center materials are available for home loan. The media center is open for half an hour before and after school each day. During the summer of 1967, the media center was kept open for 8 weeks.

## Special-Purpose Grant Project

The Lawsonville Avenue Elementary School was one of 10 schools in North Carolina to receive a special-purpose grant under ESEA Title II in 1966. As shown in Table 3, the 3-year Federal contribution was $136,206, of which Title II funds represented less than 4 percent. The largest Federal contribution was under ESEA Title I--$83,237 for the 3 years.

The purpose of the project was to enrich an exemplary program so that it could serve as a demonstration center where school personnel and interested citizens could observe effective library programs and gain ideas for improving school library practices throughout the State. Books, magazines, pamphlets, and art prints were added to strengthen the existing collection of printed materials in all areas of the curriculum. Since the book collection was already large, over half of the funds were used to add audiovisual materials (filmstrips, recordings, slides, and transparencies) to expand the individual listening and viewing program. Commercially prepared tapes and programed materials were provided for the first time.

Media aides and technicians were first employed to assist with school district services for media programs following the special-purpose grant. The school district media center is also a new service; however, both the increased personnel and the school district media center were planned prior to receiving the special-purpose grant. Several new types of audiovisual materials are now provided, including tape recordings, art and study prints, transparencies, and a dial-access program. Other innovations include lengthened hours of service and a summer media program.

Table 3. Federal Funds Expended for Lawsonville Avenue School Media Program for Three Fiscal Years

| Federal Program 1 | Printed Materials 2 | AV Materials 3 | Equipment 4 | Professional Salaries 5 | Clerical Salaries 6 | Total 7 |
|---|---|---|---|---|---|---|
| ESEA I | | | | | | |
| 1966 | $21,145 | $10,056 | $30,288 | - | - | $61,489 |
| 1967 | 2,183 | 990 | 2,809 | - | - | 5,982 |
| 1968 | 4,613 | 1,615 | 1,354 | $4,500 | $3,684 | 15,766 |
| ESEA II | | | | | | |
| 1966 | (1) | (1) | - | - | - | - |
| 1967 | $1,968 (2) | $3,261 | - | - | - | $5,229 |
| 1968 | (1) | (1) | - | - | - | - |
| ESEA III | | | | | | |
| 1966 | (1) | (1) | - | - | - | - |
| 1967 | (1) | (1) | - | - | - | - |
| 1968 | $863 | $286 | $4,948 | $4,500 | - | $10,596 |
| NDEA III | | | | | | |
| 1966 | $2,120 | $1,516 | $ 6,668 | - | - | $10,299 |
| 1967 | 1,328 | 5,241 | 5,976 | - | - | 12,546 |
| 1968 | 1,113 | 1,003 | 12,185 | - | - | 14,300 |
| Total | $35,333 | $23,968 | $64,228 | $9,000 | $3,684 | $136,207 |

(1) Amount not reported.
(2) This amount came from Federal funds but could not be identified by title.

Accessibility was expanded through a lengthened loan period for materials and an increase in the number of items which could be borrowed at one time. Fines are no longer charged and audiovisual equipment, audiovisual materials, and reference books are now available for home loan.

## Faculty Attitudes Toward Media Programs

All 17 classroom teachers at Lawsonville Avenue Elementary School were interviewed concerning changes caused by added instructional materials. They included six teachers assigned to 6- and 7-year-olds, five teachers assigned to 8- and 9-year-olds, five teachers assigned to 10- and 11-year-olds, and one special-education teacher. Table 2 shows teacher responses. Over 80 percent felt that change had occurred *to a great extent* for the 21 items shown below.

Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available, by 75 Percent or More of the Lawsonville Avenue Elementary School Teachers Interviewed (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | The collection of *audiovisual* materials in my teaching field has been strengthened. (E-2)* | 100 |
| 2. | Increased materials have contributed to the individualization of instruction. (A-2) | 94.1 |
| 2. | Teacher interest in using materials in classroom instruction has increased. (B-1) | 94.1 |
| 2. | Students have been motivated to use *audiovisual* materials from the media center to complete class assignments. (D-3) | 94.1 |

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* The letters and numbers following each item refer to the number of each item on the interview guide and in Table 2.

| Rank | Item | Percent |
|---|---|---|
| 2. | The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (D-4) | 94.1 |
| 2. | Students who seldom used the media center before have been attracted by the new materials. (D-6) | 94.1 |
| 2. | Students have been motivated to improve their skill in how to use materials and the media center. (D-7) | 94.1 |
| 2. | The collection of printed materials in my teaching field has been strengthened. (E-1) | 94.1 |
| 2. | The collection of professional materials for teachers has been strengthened. (E-4) | 94.1 |
| 2. | The new materials allow for the varying abilities of pupils expected to use them. (E-5) | 94.1 |
| 3. | Classroom units are being planned to use the new materials. (A-1) | 88.2 |
| 3. | The acquisition of increased instructional materials has contributed to a move away from the concept of one textbook as constituting a unit of study. (A-3) | 88.2 |
| 3. | Increased materials made possible more class assignments that provide for the needs and abilities of individual students. (A-5) | 88.2 |
| 3. | School media specialists have become more involved in the instructional program. (A-7) | 88.2 |
| 3. | The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3) | 88.2 |
| 3. | The lending of special collections of materials from the media center to classrooms has increased. (B-4) | 88.2 |
| 3. | There is more cooperation between media staff and most classroom teachers. (C-5) | 88.2 |
| 3. | School administrators have become more aware of the school media program. (C-6) | 88.2 |

| Rank | Item | Percent |
|---|---|---|
| 4. | The increase in materials has contributed to student learning and achievement. (D-1) | 82.3 |
| 4. | Students have been motivated to use printed materials from the media center to complete class assignments. (D-2) | 82.3 |
| 4. | Student use of media center materials for noncurricular purposes has increased. (D-5) | 82.3 |

Teachers were unanimous about the extensive strenthening of audiovisual materials. Over half reported extensive change for all but two of the remaining items: awareness of the school media center program among parents (C-2)--47 percent, and among school board members (C-3)--41 percent.

A few teachers (about 6 percent) reported observing no change at all in cooperation between media staff and most classroom teachers (C-5), the only item receiving a "no change" response. For eight items more than 10 percent of the teachers reported "Don't know." Nearly 59 percent said "Don't know" regarding school board members' awareness of the media center program (C-3). Other items for which more than 10 percent of the teachers interviewed reported "Don't know" follow in rank order:

| Rank | Item | Percent |
|---|---|---|
| 1. | The use of audiovisual materials in classroom instruction has increased. (B-2) | 17.6 |
| 1. | The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3) | 17.6 |
| 2. | The new materials have contributed to changes in curriculum content. (A-6) | 11.7 |

| Rank | Item | Percent |
|---|---|---|
| 2. | The acquisition of more materials has stimulated school and community interest in the school media center. (C-1) | 11.7 |
| 2. | Parents have become more aware of the school media center program. (C-2) | 11.7 |
| 2. | School administrators have become more aware of the school media center program. (C-6) | 11.7 |
| 2. | Student use of media center materials for noncurricular purposes has increased. (D-5) | 11.7 |

Lawsonville Avenue teachers also responded to five summary items concerning the extent to which changes could be attributed to the Title II special-purpose grant. Over 82 percent attributed changes in Curriculum and Instruction, Utilization of Materials (by teachers), Pupil Behavior, and Media Center Materials Collection to the Title II grant. A smaller number, but still over 50 percent, attributed changes in School and Community Attitudes to the special-purpose grant.

The ESEA Title II funding for the media program at Lawsonville Avenue School was very small in relation to that of other Federal programs, and it may have been difficult for the teachers to identify the Title II contribution, especially since both printed and audiovisual materials were provided through four Federal programs and with increased State and local support (Tables 3, 11, and E). The total Federal contribution for materials in 3 years was $59,299, or an average of about $45 per pupil per year. Lawsonville Avenue reported local and State expenditures per pupil for instructional materials in 1967 as $7.08. Thus, Federal funds meant an increase of about $38 per pupil each year.

The principal and the media specialist were asked the same questions as the teachers. The principal felt that change had occurred to a great extent for 26 of the 29 items. He reported only limited change for three items:

- The new materials have contributed to changes in curriculum content. (A-6)
- The increase in materials has contributed to student learning and achievement. (D-1)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)

The media specialist reported extensive change for 20 items. She reported only limited change for nine items:

- The acquisition of increased materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. (A-4)
- The new materials have contributed to changes in curriculum content. (A-6)
- The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3)
- Teacher interest in selecting new materials for the media center has increased. (C-4)
- There is more cooperation between media staff and most classroom teachers. (C-5)
- School administrators have become more aware of the school media center program. (C-6)
- Students have been motivated to use printed materials from the media center to complete class assignments. (D-2)

- Students who seldom used the media center before have been attracted by the new materials. (D-6)

The principal and media specialist agreed about the limited contribution of the new materials to changes in curriculum content (A-6). In contrast, over 70 percent of the teachers reported extensive change for this item.

While the principal reported only limited change in the effect of increased materials on student learning and achievement (A-1) and the availability of materials with adequate and up-to-date information on educational and occupational guidance (E-3), the media specialist and most teachers (over 60 percent in each case) reported extensive change for these two items. Of the nine items for which the media specialist noted only limited change, the principal and over 64 percent of the teachers in each case reported extensive change.

Asked to what extent changes in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection could be attributed to the Title II special-purpose grant, the principal answered to a great extent in every case and the media specialist answered to a limited extent in every case. The other grants received by the school certainly contributed to any changes.

The consultant conducting the survey at Lawsonville Avenue reported:

> ...the staff of this school has undergone intensive inservice training in the team-teaching, flexible-scheduling techniques. It shows. Interviews with individual teachers reinforced the

> staff attitude of "take them where they are and give them what they need." The teaching staff is imaginative, media-oriented, and involved. There is a high degree of cooperation between the instructional staff and the media center staff.... The staff is without question the determining factor in whatever successes the program produces. The materials are supportive and important, but one has the feeling that this faculty would produce results if they had only sticks and stones. The fact that they have, now, viable instructional materials of a quality they have helped select, has increased their effectiveness....

## Pupil Attitudes Toward Media Programs

Fifty, or over 11 percent, of the Lawsonville Avenue Elementary School pupils were interviewed, including 25 boys and 25 girls, grades 1-6. Table N shows the number of boys and girls in each grade who participated. Asked what they liked best about the media center, the pupils most frequently mentioned books. Eight pupils liked the filmstrip collection best. The new equipment, movies, and recordings were each preferred by two students. The following items each received the vote of one student: microscope, pictures, carpeting, puzzles, audiovisual equipment, good organization, help with school work, games, quiet atmosphere, and independent study stations.

Asked what they liked least about the school media center, 13 students said magazines. Six students referred to the "shocks" given by the electricity in the carpeting. Four students thought that the media center was too noisy; eight students were critical of the materials collection, commenting "not enough sports books," and "some books are too hard." The games, puzzles, pictures, and materials out of place were other items mentioned as "liked least"; however, three students reported nothing they liked least and one said: "I like it all."

The interviewer reported:

> There was a sense of joy in the children's attitude toward the center. The teachers and the center personnel had managed to communicate effectively an attitude of excitement, warmth, and responsibility--demonstrated, while I was there, among other activities, a free-wheeling puppet role-playing experience, a youngster-involved storytelling period, and completely pupil-administered circulation operation. Further, although the children in this school rank approximately one year below grade level in achievement, their demonstrated behavior in their sophisticated use of the center's facilities was superior to most cross-section library programs I have observed over the past twelve years. They were at ease, at home, secure in their relationships with their teachers, and the center's staff and apparently felt free to ask for and give assistance to each other.

Fifty percent of the students interviewed thought that the boys and girls in their school were using the media center more; 28 percent thought the use was about the same. One student thought that use had decreased and 20 percent answered "Don't know." Students gave the following reasons for increased use:

| | Number of Times Cited |
|---|---|
| . It has more books and materials. | 26 |
| . Students like to use the audiovisual equipment. | 9 |
| . It has audiovisual materials. | 4 |
| . It is necessary for school work. | 2 |
| . It is more attractive. | 1 |
| . Students enjoy and need it. | 1 |

Additional comments included:

> Our media center has books that are very helpful for pleasure and work.

> The quiet of our media center gives me a relieved feeling. It's perfect for thinking.
>
> I like the films best of all but there aren't enough sports books.
>
> We have a lot of new books and I am beginning to enjoy them.

Asked about their own use of the media center, 58 percent of the students stated that they used the media center more; 40 percent reported that their use had remained about the same. Only one student reported decreased individual use. Their reasons for increased use were:

| | Number of Times Cited |
|---|---|
| . It has more books and materials. | 15 |
| . I like to use the audiovisual equipment. | 7 |
| . It is necessary for school work. | 3 |
| . It is more attractive. | 3 |
| . It is clean and neat. | 2 |
| . I like to read about war. | 1 |

## Value of the Demonstration Program for Visitors

Lawsonville Avenue Elementary School was one of 10 schools included in a 1966 survey of the Demonstration School Libraries Project in North Carolina, part of which was a summary of visitors' evaluations. During the 1966-67 school year, 208 persons visited the Lawsonville School media program. They reported interest in facilities, collections (particularly non-book), equipment, housing, inventory, program, organization, processing, services, selection aids, administrative support, State support, financial aspects, and innovative ideas. They found the visit to be of least value if they did not visit classrooms or observe children's use of the media center.

The media center staff found that the most effective visits had these elements:

- Media specialists, administrators, and teachers were in the group.
- The visit lasted longer than a couple of hours.
- The entire school was visited.
- The visitors asked intelligent questions and debated ideas.
- Information about selecting materials was offered.
- The group received orientation.

Here are some typical comments from visitors:

> The elementary school librarians and I had an enjoyable and rewarding visit.... We gleaned many new ideas to adapt to our own situation and were especially inspired by the enthusiasm and philosophy of...school personnel. (Supervisor of Instruction)

> Those of us who visited your school...were so enthusiastic about your entire school program that I now have the names of 10 additional elementary librarians who want to "see for themselves." (Coordinator of Instructional Materials)

> You have many innovations in which we are interested, both in your library program and your whole educational program. We thank you for interpreting them to us and affording us the opportunity to observe them. (Supervisor of Libraries)

> The program is a highly significant one and is a real beacon of light in the effort to provide for individual pupil needs. The library program needs to be emulated in all of our elementary schools. (Director of Instruction)

## Summary

Provision of additional instructional materials under ESEA Title II has strengthened the instructional program and increased the impact of the new curriculum and teaching techniques being introduced in the Lawsonville Avenue Elementary School. The teachers interviewed unanimously noted that the collection of audiovisual materials in the school had been strengthened. More than 94 percent reported extensive increase in their own use of materials in classroom instruction and indicated that increased materials had contributed extensively to the individualization of instruction. These teachers also reported that student use of materials and interest in reading and study had increased, and that students who had seldom used the media center before had been attracted by the new materials. Fifty-eight percent of the students interviewed said they used the media center more because of the increased materials and new equipment.

The consultant who visited Lawsonville Avenue Elementary School reported:

> There is no doubt in my mind that the demonstration project... has substantially contributed to the effectiveness of this particular educational program. The local preparation was brilliant; I suspect they would have gone on with the project with or without Federal funds. But they admit, and I certainly concur, that the effectiveness would have been dramatically reduced without outside financial help. I have no way of knowing what effect this demonstration project will have in North Carolina, but I do know that individuals and individual school systems are watching it with uncommon interest.... The Lawsonville Avenue Elementary School is in the spotlight, and it should be....

## IV. PRAIRIE SCHOOL
## PRAIRIE VILLAGE, KANSAS

### Community Setting

Located in Johnson County, Kansas, a suburb of Kansas City, Prairie School District No. 44 includes part of four residential communities--Fairway, Mission, Mission Hills, and Prairie Village.

In an estimated population of 20,000, adult residents are primarily upper-middle-income professionals with college educations. The only commercial enterprises in the district are a shopping center and a very few detached retail concerns.

### School Setting

In 1967, the average daily attendance for the Prairie School District No. 44 was 2,061, a slight increase over 1966. The district has four school units, all grades K-6. A district media specialist (audiovisual coordinator) and a media aide (who also serves part time in Prairie School) provide the services shown in Tables C and D. Housed in Prairie School, the school district media center is exclusively an audiovisual collection and contains 16mm. films, 8mm. film loops, slides, art prints, transparency masters, art objects, and video tape recordings. Materials are distributed daily to the other three elementary schools in the district.

In October 1967, Prairie School (grades K-6) had an average daily attendance of 658 (Table E). The faculty includes 27 classroom teachers. Two music specialists, a special education teacher, and a school nurse are assigned full time. Services on a part-time basis can be obtained from a reading specialist, a psychologist, an art specialist, an additional music specialist, a physical education specialist, two foreign-language teachers, and a speech teacher. The services of a curriculum specialist and two helping teachers are available upon request.

The school district offers a 6-week summer enrichment and remedial program. The media center is also open in the summer. Individualized instruction is emphasized with about one-third of the teachers using individualized reading techniques. A pilot project in ability grouping for 5th-grade reading is under way. Basically, the classrooms are self-contained; however, "shared teaching" is a frequent pattern.

## School Media Program

The media center is a suite the size of three classrooms on the upper level of a two-story building which surrounds a square central courtyard. The facility consists of a reading area, conference room, workroom-office, research room, and media lab (Table I). Most classrooms are on the upper floor so the facilities are reasonably accessible to most children and teachers. Some classrooms, however, are somewhat remote from the center. A projection room on the lower level is seldom used by media center personnel because classrooms are equipped for showing films. Students may use the center during a 30-minute period scheduled each week for each class. They may use the library freely throughout the day.

The center is staffed by one media specialist full time, a second media specialist half time, and a media aide. This staff is assisted by six part-time volunteers (equivalent to one person working one-third time). A brochure of the Kansas Department of Public Instruction states that Prairie parents have opportunities to:

- Assist in the library program
- Keep the vertical and picture file up-to-date
- Maintain collection of authors and illustrators
- Borrow professional books
- Contribute to the collection of 2 x 2 slides with recorded scripts
- Use library resources during vacation periods
- Share in the joys of the overall library program with their children

Instructional materials available in the media center are shown in Table F. Only printed materials are available for home loan, with some restrictions on reference books. Magazines and newspapers, printed programed materials, and file material are available for use only in the media center or in classrooms. Thirty-five exhibits on authors and illustrators are loaned to schools and colleges in the State. Special lists describe 16mm. and 8mm. films available to other schools in the district.

The center equipment is cited in Table G. All equipment is housed in the media center but is also available for use in classrooms. One record player and one audio tape recorder are reserved for media center use only. Some equipment and supplies that are not strictly audiovisual, such as microscopes, thermometers, electric meters, test tubes, experimental kits, etc., are also stored in the media center and are used there as well as in classrooms.

A 6th-grade boy commented, "The best part about the media center is that you can get all the things you need for experiments."

Some of the services available to children and teachers are shown in Table J. The State department bulletin states that, as learning directors, Prairie teachers are provided with the following materials and services:

- Materials for a cross-media, multi-media approach in the curriculum development of not only a national, but a world community
- Services of librarians who act as catalysts in meshing curricula and media on all levels
- Information on new ideas in education
- Inservice training on use of unified resources
- Opportunities for sharing.

## Special-Purpose Grant Project

Prairie School was one of four schools in Kansas to receive a special-purpose grant in fiscal year 1966 under ESEA Title II. A second grant was awarded in fiscal 1968 to provide an in-depth exemplary collection of materials for the intermediate-grade social studies program. As shown in Table 4, $33,858 in Federal funds was spent for materials and equipment related to the school media program in the past 3 fiscal years. The ESEA Title II special-purpose grant represented more than 75 percent of this amount.

Table 4. Federal Funds Expended for Prairie Elementary School Media Program for Three Fiscal Years

| Federal Program 1 | Printed Materials 2 | AV Materials 3 | Equipment 4 | Total 5 |
|---|---|---|---|---|
| ESEA II | | | | |
| 1966 | $2,746 | $9,977 | - | $12,723 |
| 1967 | 1,382 | 6,503 | - | 7,885 |
| 1968 | 2,336 | 3,714 | - | 6,050 |
| NDEA III | | | | |
| 1966 | $950 | $200 | $900 | $2,050 |
| 1967 | 3,750 | - | 95 | 3,845 |
| 1968 | - | - | 1,305 | 1,305 |
| Total | $11,164 | $20,394 | $2,300 | $33,858 |

The primary objectives of the special-purpose grant program were:

- To select and acquire a basic 16mm. and 8mm. film collection closely related to the school curriculum
- To supplement the excellent collection of printed and audiovisual materials in order to make it a truly exemplary collection
- Through local effort, to expand media facilities and staff in order to provide an exemplary school media program
- To publicize the media program and facilities in order to encourage State school personnel and lay people to visit the school and to set up a mechanism to facilitate visitation
- To conduct an inservice program to inform teachers of resources available to them and to increase their competency in the use of these resources

The school printed a brochure to disseminate information about the project, and over 1,500 educators have visited it. A special open house held May 5, 1968, featured a series of student and teacher demonstrations to familiarize school district patrons with the program.

With Federal and local funds, a media supervisor and media aides were employed to provide new school district services for media programs, including consultant services and inservice education on use of media center materials for school media specialists, teachers, and principals, and a school district media center.

At the time of the survey, four resource teachers were being trained by the school district's audiovisual coordinator for assignment to individual schools to assist teachers in selecting and using educational media.

Other changes in the media program at Prairie School following the Title II special-purpose grant were employment of a media aide and improvement of facilities. Additional space permitted installation of independent study stations, some equipped for listening and viewing. Stations for group listening and group viewing were added as was a laboratory for the production of media by children and teachers.

Federal funds stimulated an increased local budget for the Prairie media center. Some new types of audiovisual materials were provided, including sound filmstrips, 8mm. films, tape recordings, study prints, transparencies, models, realia, programed materials, and slides. The loan period for materials was lengthened and the number of items borrowed at one time increased. Besides circulating audiovisual materials to all district schools, the media center has stimulated interlibrary loans among them. The 1968 summer library program was to be expanded from 2 half days to 4 full days per week.

These changes in school district services for media programs and in Prairie School are largely attributed by Prairie media staff to the ESEA Title II special-purpose grant.

## Faculty Attitudes Toward Media Programs

Twenty-one, or almost 78 percent, of the classroom teachers at Prairie School were questioned about changes occurring since increased instructional materials became available in the school. These included two kindergarten teachers, one first-grade teacher, four second-grade teachers, two third-grade teachers, three fourth-grade teachers, two fifth-grade teachers, four sixth-grade teachers, and three teachers assigned to combined grades.

Table 2 shows the teachers' responses. Over 75 percent felt that 15 items (listed below in rank order) had changed to a great extent since the addition of instructional materials.

**Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available by 75 Percent or More of the Prairie Elementary School Teachers Interviewed (in Rank Order)**

| Rank | Item | Percent |
|---|---|---|
| 1. | Increased materials made possible more class assignments that provide for the needs and abilities of individual students. (A-5)* | 100 |
| 1. | Students have been motivated to use printed materials from the media center to complete class assignments. (D-2) | 100 |
| 1. | Students have been motivated to improve their skill in how to use materials and the media center. (D-7) | 100 |
| 2. | The use of audiovisual materials in classroom instruction has increased. (B-2) | 95.2 |
| 2. | Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3) | 95.2 |
| 3. | The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. (A-4) | 90.4 |
| 3. | The new materials allow for the varying abilities of pupils expected to use them. (E-5) | 90.4 |
| 4. | Classroom units are being planned to use the new materials. (A-1) | 85.7 |
| 4. | Increased materials have contributed to the individualization of instruction. (A-2) | 85.7 |
| 4. | The collection of printed materials in my teaching field has been strengthened. (E-1) | 85.7 |

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* The letters and numbers following each item refer to the number of each item on the interview guide and in Table 2.

| Rank | Item | Percent |
|---|---|---|
| 4. | The collection of audiovisual materials in my teaching field has been strengthened. (E-2) | 85.7 |
| 5. | Teacher interest in using materials in classroom instruction has increased. (B-1) | 80.9 |
| 5. | The lending of special collections of materials from the media center to classrooms has increased. (B-4) | 80.9 |
| 5. | Parents have become more aware of the school media center program. (C-2) | 80.9 |
| 6. | School media specialists have become more involved in the instructional program. (A-7) | 76.1 |

Of the remaining items, all but three were considered to have changed to a great extent by at least 40 percent of the teachers. Only 23.8 percent felt that student use of media center materials for non-curricular purposes has increased to a great extent (D-5). The strengthening of the professional collection for teachers was considered to have occurred to a great extent by only 28.5 percent of the teachers (C-4), and less than 5 percent felt that the collection of materials included adequate and up-to-date information on educational and occupational guidance (C-3).

A very small number of teachers (fewer than 20 percent in each case) reported observing no change at all for six of the 29 items:

- The new materials have contributed to changes in curriculum content. (A-6)
- Teacher interest in selecting new materials for the media center has increased. (C-4)
- There is more cooperation between media staff and most classroom teachers. (C-5)

- Student use of media center materials for noncurricular purposes has increased. (D-5)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)
- The collection of professional materials for teachers has been strengthened. (E-4)

More than 40 percent of the teachers replied "Don't know" to three items. Almost 43 percent responded "Don't know" to the item concerning school board members' awareness of the school media center program (C-3). Over 57 percent "did not know" whether student use of media center materials for noncurricular purposes had increased (D-5). More than 57 percent stated that they "did not know" whether the collection of materials included adequate and up-to-date information on educational and occupational guidance (E-3).

Of particular interest to the interview team were the responses of Prairie teachers concerning changes resulting from the ESEA Title II special-purpose grant. On the whole, the teachers did not feel they could attribute changes to the Title II program. Their answers to five summary questions indicated that over 76 percent felt they "did not know" whether the changes in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection could be attributed to the Title II special-purpose grant. The consultant who visited the Lexington Middle School reported:

> The high proportion of "don't know" responses elicited from the teachers with regard to the extent to which they could attribute the changes they observed to the Title II program are due entirely to their feeling that

> they did not know which materials were added as a result of the Title II program and which were the result of increases in their own budget.... Teachers generally were not aware of the source of funds for materials.

The principal and media specialist at Prairie School were questioned about the same items as the teachers. The principal felt that 22 of the 29 items had changed to a great extent. He reported "not knowing" whether student use of media center materials for noncurricular purposes had increased (D-5) and felt that change had occurred only to a limited extent for the remaining items:

- Classroom units are being planned to use the new materials. (A-1)
- The new materials have contributed to changes in curriculum content. (A-6)
- The acquisition of more materials has stimulated school and community interest in the school media center. (C-1)
- School board members have become more aware of the school media center program. (C-3)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)
- The collection of professional materials has been strengthened. (E-4)

The media specialist reported changes to a great extent for 26 of the 29 items. She reported only limited change for

- Student use of media center materials for noncurricular purposes has increased. (D-5)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)
- The collection of professional materials for teachers has been strengthened. (E-4)

Asked to what extent the changes in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection could be attributed to the Title II special-purpose grant, the media specialist answered to a great extent in every case. The principal felt that changes were attributable to the Title II grant only to a limited extent.

The principal, media specialist, and teachers at Prairie generally agreed that little change had occurred in professional materials available (E-4); however, all reported extensive change in the general collection of materials used by pupils. These resources, of course, are also valuable to teachers. The principal, media specialist, and teachers agreed about the addition of adequate and up-to-date materials on educational and occupational guidance (E-3).

The principal, the teachers, and media specialist differed on a few items. The principal reported only limited change in the planning of classroom units to use the new materials (A-1), in increased school and community interest in the media center (C-1), and in the awareness of the school media program among school board members (C-3). However, over 52 percent of the teachers and the media specialist reported extensive change for these items.

For several of the other schools surveyed the contribution of the ESEA Title II special-purpose grant to changes observed is obscured because of large amounts spent for media activities under other Federal programs. At Prairie, Title II accounted for $26,658 over a 3-year period, more than 78 percent of the total Federal contribution. It is particularly interesting, therefore, that teachers felt they were unable to attribute changes in media services to the special-purpose grant. Possibly other influences, such as changes in curriculum, teaching methods, or factors unknown to the surveyor, may have influenced change more than the new materials provided under Title II. Also the project was directed primarily at the district film library housed in Prairie School.

## Pupil Attitudes Toward Media Programs

Seventy-one, or over 10 percent, of the Prairie School pupils were interviewed, including 34 girls and 37 boys, grades 3-6. Table N shows the number of boys and girls interviewed in each grade. Asked what they liked best about the media center, 22 pupils cited the variety of available books, the most frequently mentioned item. Thirteen students picked the films, filmstrips, and tapes, and 12 liked the excellent research materials. Nine students mentioned the science equipment stored in the media center and five students referred to various pieces of audiovisual equipment, such as listening devices and opaque projectors. Five students liked the good organization ("Things are easy to find "), and several chose the facilities (air-conditioning) and quiet atmosphere. One student liked the educational games best and another said simply, "There is a lot to do."

Asked what they liked least about the school media center, 48 pupils said that they couldn't think of anything. Four children commented, "I like it all." Four students found it difficult to be as quiet as required and six cited inadequate research materials. Others referred to a variety of items--not enough books and encyclopedias, noise, too little use of 8mm. film, lack of sufficient audiovisual materials on American history, and faulty equipment.

Indications of the highly favorable attitude of Prairie students toward the media center were substantiated by their responses concerning center use. Almost 93 percent felt that students in the school used the media center more because:

| | Number of Times Cited |
|---|---|
| • It has more books and materials. | 43 |
| • Students like to use the audiovisual equipment. | 12 |
| • It is necessary for school work. | 7 |
| • It has audiovisual materials. | 5 |
| • The media specialist is helpful. | 3 |
| • It is more attractive. | 1 |
| • More time is now allowed for use of the media center. | 1 |

About their own use of the center, 91.5 percent reported increased use because:

| | Number of Times Cited |
|---|---|
| • The media center has more books and materials. | 29 |
| • It is necessary for school work. | 17 |
| • I like to use the audiovisual equipment. | 7 |
| • The media specialist is helpful. | 6 |
| • It has audiovisual materials. | 6 |

One student said she used the media center more because her mother worked there.

Students frequently commented on things not included in interview items. A 6th-grade boy said:

> I like the 8mm. films and the science facilities. The thing I like least is that the number of encyclopedias they have is too little.

A 6th-grade girl noted:

> Our media center has wonderful films and things for research. It has better ways of doing things and more equipment.

A 4th-grade girl commented:

> I like best to read the books and work in the conference room. My teacher is the first one I've had who ever let me use the library things besides the books.

## Summary

Provision of additional instructional materials under ESEA Title II for the use of children and teachers at Prairie School has strengthened the media collection. Teachers interviewed unanimously reported that materials provided by the two ESEA Title II special-purpose grants made possible more class assignments meeting the needs and abilities of individual students. They also agreed completely that students had been motivated to use printed materials from the media center for class assignments and to improve their skills in using materials and the center itself.

A majority of the teachers interviewed reported extensive change for 12 other items (see page 60) in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil

Behavior, and Media Center Collection. However, teachers generally did not feel they could attribute these changes to Title II. The consultant conducting the teacher interviews commented:

> I can say with certainty that in most cases the teachers who indicated observing no change at all in items A-6, C-4, C-5, and D-5 did so because they felt that these aspects of their school media program had existed at high levels before Title II and would have been maintained regardless of it. They felt that their faculty's and administration's interest in curriculum change (for example) was not particularly affected because of Title II--it had always been high. With respect to item E-3, several teachers expressed the feeling that there was little need for educational and occupational guidance materials in grades K-6. It was only in the area of professional materials that this group of teachers felt that their media program fell short.

The teachers' report that students were using the media center more is supported by the students themselves. Over 90 percent of the students reported increased use because of the availability of more books and materials, because the materials were needed for school assignments, and because they liked using the audiovisual equipment.

Results of the survey indicate that the District is achieving its objective--to provide an exemplary media program. The Federal contribution over a 3-year period approached $51.45 per pupil, an addition of $33.19 to the $18.26 per-pupil average in local and State funds for materials. Thus, support from the Title II special-purpose grant and the NDEA Title III program almost tripled the amount normally available for the acquisition of instructional materials. Federal assistance enabled Prairie School to develop and demonstrate a superior media program, provide inservice training for school personnel and increase professional and community interest in, and understanding of, the role of media in educational programs.

## V. BURNT HILLS-BALLSTON LAKE JUNIOR HIGH SCHOOL
## SCOTIA, NEW YORK

### Community Setting

The Burnt Hills-Ballston Lake School District is a suburban residential community in the tri-city area of Schenectady, Troy, and Albany, New York. Residents are primarily college-educated professionals of middle income who are employed by the General Electric Company in Schenectady or other businesses in the tri-cities.

### School Setting

Over 5,000 students are enrolled in the Burnt Hills-Ballston Lake Schools (Table A) where four buildings each house from 700 to 800 elementary school pupils. The Burnt Hills-Ballston Lake Junior High School can handle 1,200 pupils and is organized on a three-schools-in-one plan. Renovation and expansion of the senior high school were begun in 1967-68 to provide modern facilities for up to 1,600 students. Over 300 professional staff members are employed in the school system. Several institutions of higher learning are located within a 20-mile radius, including the State University of New York at Albany, College of St. Rose, Russell Sage, Rensselaer Polytechnic Institute, Skidmore, and Union College.

Services offered by district-level school media personnel (Table B) to individual schools are shown in Tables C and D. Each school contains a media center meeting current standards (1960). In 1965, the elementary school library system received a Britannica Award as one of 10 in the Nation showing notable achievement. The media center in the junior high school serves the entire district; a professional collection is maintained at the district office.

A master plan for the school district proposes the development of one elementary school media center as a model. The other three elementary media centers would continue to acquire more audiovisual materials and begin to evaluate materials borrowed from the model center. Plans for the senior high include a media program similar to the one in the junior high but without the dial-access system.

In October 1967, Burnt Hills-Ballston Lake Junior High School (grades 7, 8, 9) had an average daily membership of 1,150 (Table E). Each of three units or "schools within the school" has a unit head, a counselor, a secretary, and students in all grades. One ungraded class is composed of students with IQs of 75-90. A summer school program consists mostly of remedial work, with a few enrichment courses.

A faculty of 69 classroom teachers is supplemented by a full-time reading specialist, four physical education specialists, and part-time services of a school psychologist, three music specialists, and a work-study teacher. The services of a curriculum specialist, another music specialist, a physical education specialist, and a remedial reading teacher are available on request.

According to the Student Handbook, courses are available in art, English, French, German, home economics, industrial arts, language arts, mathematics, music, science, social studies, Spanish, and physical education. Offered are an academic curriculum; a modified curriculum (for nonacademic students); a 9th-grade experimental humanities program, including large- and small-group instruction and team teaching; and a 9th-grade independent study program in science. Classes operate under a limited modular schedule.

The consultant who surveyed Burnt Hills-Ballston Lake Junior High stated:

> [There is a] ...plan for 15 faculty members to work on curriculum projects during the summer. One teacher who will participate in this program explained to me that he will spend 4 weeks revising and polishing two particular units which he developed during the year.... These units use an inquiry approach and consequently require multimedia. The teacher would like to develop these two units into teaching packages. He is extremely enthusiastic about using a multimedia approach because of the success he had with these two projects which he developed at a great personal cost in time and effort.

### School Media Program

Located on the second floor of the Unit 2 building, the school media center is open from 7:30 a.m. to 3:30 p.m. for use by students at regularly scheduled class periods or during study periods. The center also was to be open during the summer of 1968.

Tables F and G show the number and types of media and media equipment. All printed materials except newspapers may be borrowed for home use, with periodicals loaned on a limited basis. All audio-visual materials are available for home loan except 16mm. films, microfilms, videotape recordings, and the dial-access programs.

Media center facilities (Table I) cover 4,170 square feet and include a main reading room, office-workroom, and classroom. An addition in September 1966 provided space for storage and use of new media, including listening and viewing carrels, and a teacher-planning room. The consultant who visited the school reported:

> The center itself is divided into a print area and an audiovisual area. The print area contains tables, individual study carrels, the books and magazines. It is hoped that the carrels can be wired in the near future so that audiovisual equipment can be used in them. The audiovisual area contains 10 dial-access stations, carrels for the use of audiovisual equipment, and all of the audiovisual materials.... Every type of material has been arranged on open shelves to permit easy access and to encourage browsing. No special shelving was purchased. Regular library shelving was adapted for filmstrips. All other materials were packaged and labeled so they could be placed on shelves in the same manner as books. No materials were placed in drawers or file cabinets.
>
> All of the materials have been fully cataloged and the cards have been cross-filed in the general catalog. No color banding is done; cards for each type of material except books carry a term describing the type of media (filmstrip, loop, record, etc.) above the call number. Everything has been classified according to the Dewey Decimal System.... The director of the project gave very serious consideration to the integration of the print and nonprint materials on the shelves. However, after visiting one school which attempted to do so, she rejected the idea as impractical. Whatever the merits of integration versus segregation, this particular center is functioning extremely well.

The center is staffed by four full-time professional media specialists and three full-time media aides (Table H). Services provided to children and teachers are shown in Table J.

The Student Handbook describes the Library Resource Center:

> --The purpose of this area is for the students' use in leisure reading, research work, and school assignments.... Since the library is for the students, students are asked to respect the library and its purpose. Some important rules of the library are as follows:
>
> 1. Silence is required.
> 2. Students must have a pass to enter the library and it must be signed before leaving.

3. Students are not permitted to go anywhere else when coming or going from the library.
4. Books must be returned when due, or an overdue fine must be paid.
5. Overdue fines must be paid before the end of the school year.
6. If a book is lost, students must pay for the book.
7. Reserved books only may be taken overnight.

## Special-Purpose Grant Project

The Burnt Hills-Ballston Lake Junior High School received major grants under two Federal programs in fiscal year 1966. A grant of $43,875 under ESEA Title II aided development of an instructional materials center to encourage independent study and research. A slightly larger grant (approximately $59,000) under ESEA Title III assisted in expanding the center, especially in providing electronic carrels for individual student retrieval of slides, video and audio tapes, educational television programs, and films. Table 5 shows expenditures of Federal funds during the past 3 fiscal years for instructional materials, equipment, and salaries related to the school media program. Of the total Federal contribution, $132,977, ESEA Title II accounted for about one-third.

The special-purpose grant under ESEA Title II was part of an overall development plan which included an ESEA Title III project. The Title III project supplied the "hardware," including electronic carrels, dial-access system (both audio and video), and personnel. The Title II project supplied the "soft" instructional materials. Objectives were:

> To effect an improved educational program, especially for the educationally deprived.

Table 5. Federal Funds Expended for Burnt Hills-Ballston Lake Junior High School Media Program for Three Fiscal Years

| Federal Program 1 | Printed Materials 2 | AV Materials 3 | Professional Salaries 4 | Clerical Salaries 5 | Equipment 6 | Total 7 |
|---|---|---|---|---|---|---|
| ESEA II | | | | | | |
| 1966 | $10,534 (1) | $25,065 (1) | - | - | - | $35,599 |
| 1967 | - | - | - | - | - | - |
| 1968 | 1,000 | - | - | - | - | 1,000 |
| ESEA III | | | | | | |
| 1966 | - | - | - | - | - | - |
| 1967 | - | - | $8,000 | $7,000 | $42,662 | $57,662 |
| 1968 | - | - | 8,400 | 6,600 | 16,500 | 31,500 |
| Total | $18,750 | $25,065 | $16,400 | $13,600 | $59,162 | $132,977 |

(1) Does not include $7,216 for cost of acquisition; however, the figure is included in the totals of columns 2 and 7.

- To provide a wide range of media to meet the educational, emotional, and social needs of the individual student.

- To improve articulation and cooperation among the faculty, and with other educational agencies.

Federal and local funds transformed facilities, equipment, materials, and personnel. More space permitted addition of a media production laboratory and independent study stations equipped with video screens, dial-access system, and earphones. Filmstrips, 8mm. single-concept films, microfilms, records, and tapes became available for individual student use. A computer terminal, now installed on a time-sharing basis, will eventually carry computer-assisted instruction to students. In 1967-68, it was used for mathematical computations, data analysis for science, and two computer-instruction programs.

The staff of the media center was substantially increased with an additional librarian and media aide in 1966-67 and two part-time media aides and a media specialist in 1967-68. A technician and media production specialist are to be added in 1969.

Federal funds stimulated an increased local budget for the school media center. Some new types of audiovisual materials were acquired, including 8mm. films, tape recordings, study prints, globes, transparencies, microfilms, video tapes, and dial-access programs. The number of items borrowed at one time has been increased, and audiovisual materials and equipment can be used at home and are also available for interlibrary loan to other schools in the system. Multimedia carts supplied with books, audiovisual materials, and equipment can be wheeled to classrooms for individual or group use. All center materials are organized within an integrated system of indexing and locating materials.

The consultant conducting the survey noted:

> Such a good collection of materials of all types has resulted in a much more critical attitude on the part of both students and teachers toward the quality and effectiveness of the materials. Many teachers expressed real dissatisfaction with the materials which they themselves had selected. Part of this dissatisfaction was blamed on the lack of sufficient time to make proper selections. I heard this comment over and over again: "In the future, I want to preview every piece of material before purchase regardless of who has recommended it." Many teachers talked of plans to develop their own materials which would better meet their needs.

More personnel, improved facilities, and new equipment and materials enabled the professional media staff to broaden their services to include for the first time:

- Team teaching
- Introduction of classroom units using media center materials
- Curriculum development
- Classroom book discussions
- Working with teachers to select media center materials.

## Faculty Attitudes Toward Media Programs

Sixty-four, or over 92 percent, of the classroom teachers at Burnt Hills-Ballston Lake Junior High School were interviewed about changes resulting from more instructional materials in the school. Respondents included: three music teachers, two art teachers, four physical education teachers, one business education teacher, three home economics teachers, three industrial arts teachers, eight science teachers, 14 English and reading teachers, six foreign-language teachers, nine mathematics teachers, and 10 social studies teachers. One teacher did not identify his subject.

Table 6 shows the teachers' responses. For 10 items, over 50 percent felt that change had occurred to a great extent because of additional instructional materials. More than 80 percent reported extensive change in their school administrators' awareness of the school media program (C-6). The interviewer commented:

> A small undercurrent of criticism of the administration for pressing the faculty to use a multimedia approach to teaching was evident. In my opinion, this sentiment was just strong enough to indicate that the administrators were exercising their leadership function properly.

Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available, by 50 Percent or More of the Burnt Hills-Ballston Lake Junior High School Teachers Interviewed (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | School administrators have become more aware of the school media program. (C-6)* | 81.2 |
| 2. | School board members have become more aware of the school media center program. (C-3) | 76.5 |
| 3. | Parents have become more aware of the school media center program. (C-2) | 62.5 |
| 4. | The use of audiovisual materials in classroom instruction has increased. (B-2) | 60.9 |
| 5. | The acquisition of more materials has stimulated school and community interest in the school media center. (C-1) | 57.8 |
| 6. | Teacher interest in using materials in classroom instruction has increased. (B-1) | 56.2 |

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* The letters and numbers following each item refer to the number of each item on the interview guide and in Table 6.

Table 6. Extent to Which Teachers at Three Junior High Schools Observed Evidence of Change Since Additional Materials Were Made Available

| Item | Burnt Hills-Ballston Lake | | | | Lexington | | | | Michigan Avenue | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| A. Curriculum and Instruction | | | | | | | | | | | | |
| 1. Classroom units are being planned to use the new materials. | 34.3 | 59.3 | 1.5 | 4.6 | 84.3 | 3.9 | 5.8 | 5.8 | 44 | 52 | 0 | 4 |
| 2. Increased materials have contributed to the individualization of instruction. | 34.3 | 59.3 | 1.5 | 4.6 | 80.3 | 13.7 | 1.9 | 3.9 | 60 | 40 | 0 | 0 |
| 3. The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. | 46.8 | 40.6 | 9.3 | 3.1 | 78.4 | 9.8 | 5.8 | 5.8 | 52 | 44 | 4 | 0 |
| 4. The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. | 31.2 | 56.2 | 0 | 12.5 | 76.4 | 17.6 | 1.9 | 3.9 | 52 | 40 | 4 | 4 |
| 5. Increased materials made possible more class assignments that provide for the needs and abilities of individual students. | 35.9 | 56.2 | 3.1 | 4.6 | 70.5 | 19.6 | 3.9 | 5.8 | 56 | 40 | 0 | 4 |

A-To a great extent.
B-To a limited extent.
C-Not at all.
D-Don't know.

| Item | Burnt Hills-Ballston Lake | | | | Lexington | | | | Michigan Avenue | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 6. The new materials have contributed to changes in curriculum content. | 15.6 | 57.8 | 15.6 | 10.9 | 64.7 | 15.6 | 0 | 9.8 | 16 | 56 | 8 | 20 |
| 7. School media specialists have become more involved in the instructional program. | 29.0 | 39.0 | 10.9 | 21.8 | 74.5 | 15.6 | 0 | 9.8 | 40 | 44 | 4 | 12 |
| 8. The changes in curriculum and instruction can be attributed to the Title II special-purpose grant. | 39.0 | 42.1 | 5.1 | 15.6 | 84.3 | 3.9 | 0 | 11.7 | 60 | 24 | 4 | 12 |
| B. Utilization of Materials (by teachers) | | | | | | | | | | | | |
| 1. Teacher interest in using materials in classroom instruction has increased. | 56.2 | 35.9 | 3.1 | 4.6 | 9.6 | 0 | 0 | 3.9 | 72 | 28 | 0 | 0 |
| 2. The use of audiovisual materials in classroom instruction has increased. | 60.9 | 29.6 | 6.2 | 3.1 | 76.4 | 7.8 | 0 | 15.6 | 68 | 16 | 0 | 16 |
| 3. The number of teachers making class assignments that require the use of materials from the media center has increased. | 37.5 | 45.3 | 4.6 | 12.5 | 86.2 | 5.8 | 0 | 1.9 | 68 | 24 | 0 | 8 |
| 4. The lending of special collections of materials from the media center to classrooms has increased. | 45.3 | 37.5 | 3.1 | 14.0 | 90.1 | 7.8 | 0 | 1.9 | 48 | 44 | 0 | 8 |

Table 6. Extent to Which Teachers at Three Junior High Schools Observed Evidence of Change Since Additional Materials Were Made Available - Continued

| Item | Burnt Hills-Ballston Lake | | | | Lexington | | | | Michigan Avenue | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 5. The changes in utilization of materials (by teachers) can be attributed to the Title II special-purpose grant. | 57.8 | 26.5 | 0 | 15.6 | 98 | 0 | 0 | 1.9 | 72 | 24 | 0 | 4 |
| C. School and Community Attitudes | | | | | | | | | | | | |
| 1. The acquisition of more materials has stimulated school and community interest in the school media center. | 57.8 | 29.6 | 1.5 | 10.9 | 84.3 | 9.8 | 0 | 5.8 | 68 | 28 | 0 | 4 |
| 2. Parents have become more aware of the school media center program. | 62.5 | 24.3 | 1.5 | 10.9 | 86.2 | 7.8 | 0 | 5.8 | 80 | 20 | 0 | 0 |
| 3. School board members have become more aware of the school media center program. | 76.5 | 6.2 | 1.5 | 15.6 | 84.3 | 1.9 | 0 | 13.7 | 68 | 20 | 0 | 12 |
| 4. Teacher interest in selecting new materials for the media center has increased. | 53.1 | 40.6 | 0 | 6.2 | 94.1 | 3.9 | 0 | 1.9 | 68 | 28 | 0 | 4 |
| 5. There is more cooperation between media staff and most classroom teachers. | 51.5 | 34.3 | 1.5 | 12.5 | 90.1 | 7.8 | 0 | 1.9 | 60 | 32 | 4 | 4 |
| 6. School administrators have become more aware of the school media program. | 81.2 | 10.9 | 0 | 7.8 | 96 | 0 | 0 | 3.9 | 60 | 36 | 0 | 4 |

| Item | Burnt Hills-Ballston Lake | | | | Lexington | | | | Michigan Avenue | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 7. The changes in school and community attitudes can be attributed to the Title II special-purpose grant. | 57.8 | 31.2 | 0 | 10.9 | 88.2 | 3.9 | 0 | 7.8 | 68 | 24 | 0 | 8 |
| D. Pupil Behavior | | | | | | | | | | | | |
| 1. The increase in materials has contributed to student learning and achievement. | 37.5 | 53.1 | 0 | 9.3 | 76.4 | 15.6 | 1.9 | 5.8 | 56 | 40 | 0 | 4 |
| 2. Students have been motivated to use printed materials from the media center to complete class assignments. | 25.9 | 64.0 | 9.3 | 1.5 | 76.4 | 13.7 | 1.9 | 7.8 | 48 | 52 | 0 | 0 |
| 3. Students have been motivated to use audiovisual materials from the media center to complete class assignments. | 43.7 | 48.4 | 6.2 | 1.5 | 82.3 | 11.7 | 1.9 | 3.9 | 64 | 32 | 0 | 4 |
| 4. The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. | 32.8 | 42.1 | 7.8 | 17.1 | 78.4 | 9.8 | 7.8 | 3.9 | 48 | 48 | 0 | 4 |
| 5. Student use of media center materials for noncurricular purpose has increased. | 52.8 | 37.5 | 1.5 | 28.1 | 62.7 | 17.6 | 1.9 | 17.6 | 64 | 32 | 0 | 4 |
| 6. Students who seldom used the media center before have been attracted by the new materials | 37.5 | 37.5 | 1.5 | 24.3 | 84.3 | 11.7 | 1.9 | 1.9 | 64 | 32 | 0 | 4 |

Table 6. Extent to Which Teachers at Three Junior High Schools Observed Evidence of Change Since Additional Materials Were Made Available - Continued

| Item | Burnt Hills-Ballston Lake | | | | Lexington | | | | Michigan Avenue | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 7. Students have been motivated to improve their skill in how to use materials and the media center. | 34.3 | 43.7 | 3.1 | 18.7 | 80.3 | 13.7 | 1.9 | 3.9 | 68 | 28 | 0 | 4 |
| 8. The changes in pupil behavior can be attributed to the Title II special-purpose grant. | 45.3 | 39.0 | 1.5 | 14.0 | 86.2 | 5.8 | 1.9 | 5.8 | 72 | 20 | 0 | 8 |
| E. Media Center Materials Collection | | | | | | | | | | | | |
| 1. The collection of printed materials in my teaching field has been strengthened. | 45.3 | 43.7 | 7.8 | 3.1 | 78.4 | 15.6 | 1.9 | 3.9 | 60 | 36 | 4 | 0 |
| 2. The collection of audiovisual materials in my teaching field has been strengthened. | 53.1 | 40.6 | 3.1 | 3.1 | 80.3 | 15.6 | 0 | 3.9 | 52 | 48 | 0 | 0 |
| 3. The collection of materials includes adequate and up-to-date information on educational and occupational guidance. | 18.7 | 21.8 | 3.1 | 56.2 | 72.5 | 17.6 | 0 | 9.8 | 28 | 56 | 0 | 12 |
| 4. The collection of professional materials for teachers has been strengthened. | 17.1 | 59.3 | 4.6 | 18.7 | 72.5 | 21.5 | 0 | 5.8 | 56 | 44 | 0 | 0 |
| 5. The new materials allow for the varying abilities of pupils expected to use them. | 40.6 | 48.4 | 4.6 | 6.2 | 70.5 | 23.5 | 0 | 5.8 | 60 | 32 | 4 | 4 |
| 6. The changes in media center materials collections can be attributed to the Title II special-purpose grant. | 59.3 | 25.9 | 0 | 15.6 | 90.1 | 3.9 | 0 | 5.8 | 88 | 12 | 0 | 4 |

| Rank | Item | Percent |
|---|---|---|
| 7. | Teacher interest in selecting new materials for the media center has increased. (C-4) | 53.1 |
| 7. | The collection of audiovisual materials in my teaching field has been strengthened. (E-2) | 53.1 |
| 8. | Student use of media center materials for non-curricular purposes has increased. (D-5) | 52.8 |
| 9. | There is more cooperation between media staff and most classroom teachers. (C-5) | 51.5 |

Among the interesting comments concerning the media program were these by four math teachers:

> In the field of mathematics, there is a limited supply of materials that are available. However, the other areas of study are well supplied and I have observed a great deal of interest in these areas from the students.
>
> Materials (audiovisual) are limited in the mathematics field. We find that such materials as filmstrips are too broad in scope for easy inclusion in a teaching unit. They have been more widely used as summary or review assignments for student use. The greatest increase in use of audiovisual materials has been in overlays and transparencies for the overhead projector. Printed materials have been more useful for research and individual study.
>
> I have found the materials in the media center quite helpful in assigning individual projects, especially to the more able students. I would hope to see more material added in mathematics, especially for slower students. It has been a good experience for me to investigate the materials at the center. I feel a major revision of the mathematics curriculum is in order.
>
> The media center has changed my understanding and appreciation of audiovisual aids as an aid to classroom teaching. It has improved my awareness and insight into the advantages that are available in this resource center. Mathematics is a limited field as far as this concept is concerned until we can truly learn to use it. The opportunities then become vast if that is not too much of an understatement.

The interviewer noted:

> It is my general impression that the teachers were making greater use of the materials and are doing more in redesigning their teaching techniques than they indicated.... I talked with all but about six of the teachers and was impressed with the scope of the activities they were engaging in. The reaction of one group of teachers was particularly interesting. In the initial phase of our discussion, they were rather negative about the use they were making of multimedia materials, but as the discussion progressed they cited more and more examples of actual use they were making of multimedia materials until by the end of the discussion they had convinced themselves that they were doing a good deal more than they had realized.
>
> There was a very strong feeling among the entire faculty that they should be making more use of the materials than they now are. They cited several factors which have hindered them: newness of the project, lack of time during the day to redesign units using a multimedia approach, lack of sufficient knowledge of the materials themselves, lack of competence in how to use materials effectively. A number of teachers voiced a desire for inservice training in the use of materials and equipment.

More than 50 percent of the teachers interviewed at Burnt Hills-Ballston Lake reported change to a great extent for all six items concerned with School and Community Attitudes category. Over 76 percent said that school board members had become more aware of the school media center program. (Increased awareness among school administrators was reported more by than 80 percent.)

"Don't know" responses ranged from one teacher for two items to 36 teachers, or 56.2 percent of those interviewed, for the item concerning inclusion of adequate and up-to-date information on educational and occupational guidance (E-3). More than 15 percent of the teachers responded "Don't know" to these additional items:

| Rank | Item | Percent |
|---|---|---|
| 1. | Student use of media center materials for noncurricular purposes has increased. (D-5) | 28.1 |
| 2. | Students who seldom used the media center before have been attracted by the new materials. (D-6) | 24.3 |
| 3. | School media specialists have become more involved in the instructional program. (A-7) | 21.8 |
| 4. | Students have been motivated to improve their skill in how to use materials and the media center. (D-7) | 18.7 |
| 4. | The collection of professional materials has been strengthened. (E-4) | 18.7 |
| 5. | The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (A-4) | 17.1 |
| 6. | School board members have become more aware of the school media center program. (C-3) | 15.6 |

Teachers summarized the extent to which they attributed changes to the ESEA Title II special-purpose grant. A majority (over 57 percent in each case) thought changes in Utilization of Materials (by teachers), School and Community Attitudes, and Media Center Materials Collection had resulted largely from the Title II grant. Only 39 percent attributed changes in Curriculum and Instruction to the special-purpose grant and less than 46 percent did so concerning Pupil Behavior. The ESEA Title III project at Burnt Hills-Ballston Lake provided personnel, facilities, equipment, and materials for the media center and undoubtedly influenced teacher responses.

Asked the same series of questions, the principal noted change had occurred to a great extent for 20 of the 29 items. He reported only limited change for nine items, as follows:

- Increased materials have contributed to the individualization of instruction. (A-2)
- Increased materials made possible more class assignments that provide for the needs and abilities of individual students. (A-5)
- The new materials have contributed to changes in curriculum content. (A-6)
- School media specialists have become more involved in the instructional program. (A-7)
- The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3)
- Teacher interest in selecting new materials for the media center has increased. (C-4)
- Student use of the media center for noncurricular purposes has increased. (D-5)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)
- The collection of professional materials for teachers has been strengthened. (E-4)

The four media specialists reported change to a great extent for seven items:

- Increased materials have contributed to the individualization of instruction. (A-2)
- Increased materials made possible more class assignments that provide for the needs and abilities of individual students. (A-5)
- School board members have become more aware of the school media center. (C-3)
- There is more cooperation between media staff and most classroom teachers. (C-5)
- School administrators have become more aware of the school media program. (C-6)

- The collection of audiovisual materials in my teaching field has been strengthened. (E-2)
- The new materials allow for the varying abilities of pupils expected to use them. (E-5)

A first-year media specialist responded "Don't know" to 12 of the 29 items because she had not had an opportunity to observe change. The other three reported change to a great extent for nine additional items:

- Classroom units are being planned to use the new materials. (A-1)
- The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- Teacher interest in using materials in classroom instruction has increased. (B-1)
- The use of audiovisual materials in classroom instruction has increased. (B-2)
- The lending of special collections of materials from the media center to classrooms has increased. (B-4)
- Students have been motivated to use printed materials from the media center to complete class assignments. (D-2)
- Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3)
- Student use of media center materials for noncurricular purposes has increased. (D-5)
- The collection of printed materials in my teaching field has been strengthened. (E-1)

The principal and teachers disagreed with the media specialists on two items: the extent to which increased materials had contributed to the individualization of instruction (A-2) and prompted class assignments allowing for the individual needs and abilities of students (A-5). Media specialists reported extensive change, while the principal and most teachers noted only limited change.

The principal, teachers, and media specialists concurred that extensive change was evident in school board awareness of the media program (C-3), cooperation between media staff and most classroom teachers (C-5), awareness of the school media program among school administrators (C-6), and addition of audiovisual materials in the teachers' subject fields (E-2).

The interviewer of the media staff at Burnt Hills-Ballston Lake commented:

> In spite of the fact that three of the four members of the professional staff of the media center are new in these positions, the staff is operating very efficiently and effectively. Many teachers expressed to me very high praise of the cooperation and helpfulness of the media staff.

Asked how much changes in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection could be attributed to the Title II special-purpose grant, the principal and three media specialists answered "to a great extent" in every case.

## Pupil Attitudes Toward Media Programs

Ninety-three, or about 8 percent of the Burnt Hills-Ballston Lake Junior High School pupils were interviewed, including 50 girls and 43 boys, grades 7-9 (Table N).

Asked what they liked best about the media center, pupils most frequently mentioned the dial-access system and its retrievable materials (mentioned by 66 students). Availability of many reference materials was cited by 16 students and 10 commented that the media center provided a great variety of methods for learning.

Four students liked best the selection of books and three preferred the microfilm projector. One student liked the good organization and another commented simply: "You can keep up on what's going on."

Asked what they liked least about the media center, nine students referred to crowded conditions and eight to difficulty in using equipment, noting that it is frequently out of order. Several teachers also commented on the problem of faulty equipment. For example, a science teacher said:

> I feel that the formation and activation of a multimedia center the size and scope of ours requires a year of intensive inservice work to encourage use and familiarize teachers with the center before it opens. I think equipment for these centers should be extensively tested and given graded ratings (similar to USDA food ratings). We have experienced equipment failures due to outright faulty materials or equipment and incompatability between software of one company and hardware of another.

Ten students mentioned that time for use of the media center was too limited, with five commenting that so much time was required to set up the video tape that they seldom were able to see the whole program. Two students each reported disliking fines, lack of sufficient materials of certain types, and lack of organization. One student referred to the heavy load of assignments requiring use of media center materials while another mentioned infrequent use of photo-copying equipment.

Despite the items liked least, almost 82 percent of those interviewed reported that their fellow students were using the media center more because:

| | Number of Times Cited |
|---|---|
| . It is necessary for school work. | 26 |
| . It has audiovisual materials. | 23 |
| . It has more books and materials. | 19 |
| . Students like to use the audiovisual equipment. | 17 |
| . It is more attractive. | 5 |
| . The media specialist is helpful. | 5 |

About their own use of the media center, almost 79 percent of the students reported increased use because:

| | Number of Times Cited |
|---|---|
| . It is necessary for school work. | 29 |
| . It has more books and materials. | 17 |
| . It has audiovisual materials. | 16 |
| . I like to use the audiovisual equipment. | 11 |
| . It is more attractive. | 3 |
| . The media specialist is helpful. | 3 |
| . It is relaxing and instructive at the same time. | 1 |

Increased use by students was described by a science teacher:

> Students seem to enjoy the idea of learning with materials other than texts. The materials certainly get them into the media center more often, though their purpose is frequently not specific. They like to "look around" and probably inadvertently pick up quite a bit of information. I have also had them do three special assignments to get them familiar with utilizing the materials in the center. The response has been good to excellent.

The consultant who interviewed students at Burnt Hills-Ballston Lake reported:

> /The students/... particularly liked assignments which required the independent use of multimedia instead of textbooks and teacher-dominated lessons. They were most emphatic on this point. They were also critical of the quality of some of the visual materials as I have already mentioned. A number of teachers told me of students interrupting a presentation which involved a piece of visual or audio materials, because the students wanted to recommend a better item which they knew was in the media center. The teacher, after examining the suggested substitute, had to admit that the material was better than what he had been using....

Comments about the media center by a number of students are reported below:

> I am just beginning to realize its opportunities.
>
> I relax when using the media center. I also learn stuff.
>
> It's a fun way to learn.
>
> It is more convenient to get tapes than to get information from a teacher.
>
> I like the media center because you can keep up with what's going on but you get an awful lot of assignments.
>
> I like the dial-access system but some of the equipment doesn't always work right.
>
> I like the variety of machines and the material that goes with them but the equipment breaks down and you can't use it until it's fixed.
>
> I like the TV sets in the carrels with the earphones and the organization of materials. It is helpful and you can learn better. It helps me learn and is useful for giving reports.
>
> I like the dial access and the loop films but I don't like paying debts on overdue books.

## Visitor Response

School records indicate that over 500 educators visited the school from September 1967 through January 1968. Although visitors could not be interviewed, the consultant who conducted the survey observed:

> The media center has had about 500 visitors from outside the district since its opening. This is a tremendous load for the staff to carry in addition to their regular duties. None of the staff, however, complained about the number of visitors or the time they must spend with them. Rather, they felt an obligation to tell others what they were doing and what success or failure they felt they were having. The impact of this project on other schools and school systems has not yet been surveyed. However, one experience that occurred while I was there indicates, I think, the potential impact it may have.
>
> A visitor became so enthusiastic about what she saw that when she returned to her own school the next day she insisted that her superintendent visit the center immediately so that they could take to a meeting with their architect ... ideas from Burnt Hills to incorporate into their new facility. They came and did; obviously, the impact here was very great and immediate.

## Summary

A special-purpose grant under ESEA Title II assisted in the development of a media center at Burnt Hills-Ballston Lake Junior High School to encourage independent study and research. Under ESEA Title III, a grant helped to expand the center by providing several means for electronic retrieval of information.

Survey responses indicate that the goals of both projects are being attained. The school's instructional program has been strengthened and pupils and teachers agree that the wider range of media better meets their needs. Among the principal, teachers, and media staff, the center has encouraged greater understanding and cooperation.

According to the survey consultant:

> The Burnt Hills-Ballston Lake Junior High School project has had, in my opinion, a significant impact on the total educational program. The ESEA Title II project was conceived as part of a total development plan for the library program in the school district. This plan has been partially implemented by using local funds, State funds, and an ESEA Title III grant in addition to the Title II grant. The close correlation of the Title III project with these other sources of funds has made a superior project, but it also made it especially difficult to evaluate the impact which the Title II part of the project has made.
>
> One of the strengths of this project has been the decision not to attempt to turn the entire educational program upside down and innovate everything. This, in my opinion, has made a less spectacular but more successful project. Although the addition of multimedia materials (Title II), dial-access (Title III), and closed-circuit TV (local and State) necessitated real change in the instructional program, no attempt has been made to couple this with such changes as team teaching, large- and small-group instruction, and modular scheduling on a large scale. Rather, the new tools added to the structure are being integrated into the instructional program at a reasonable rate of speed and with a minimum of confusion and dislocation. However, this does not mean that no other techniques are undergoing experimentation. As a matter of fact, a number of ideas are being tried on a small scale, and it is planned to expand these as soon as it is deemed desirable to proceed.

Local and State effort to provide media at Burnt Hills-Ballston Lake is about $34.90 per pupil. Combined Federal support has amounted to about $115.63 per pupil over a 3-year period. Thus, the Federal contribution has increased local and State support by slightly more than 50 percent, enabling the school to exceed the average in materials, staff, equipment, and facilities. This junior high school media center is fast becoming a primary source for media resources and services.

Even with the important gains at Burnt Hills-Ballston Lake, the media program could be more effective. The principal, teachers, professional media staff, and students recognize their problems and have raised their expectations for media services.

## VI. LEXINGTON MIDDLE SCHOOL
## LEXINGTON, NORTH CAROLINA

### Community Setting

With an estimated population of 17,800, Lexington is located in the heart of the industrial North Carolina Piedmont. Approximately 63 industrial plants employing more than 12,000 persons have assisted in balancing industry, agriculture, and retail trade. Principal industries include furniture, textiles, clothing, machinery, ceramics, food processing, and electronics.

The population of Lexington is relatively stable though growing. Almost all citizens are native born and almost no foreign language is spoken. Fifteen percent of the population is Negro. Although only 2 percent of the land is considered slum area, 21 percent of the estimated 5,200 households have annual incomes of less than $3,000.

### School Setting

Approximately 4,946 students were enrolled in Lexington City schools in March 1968 (Table A). Enrollment has decreased slightly during the last 2 years because 139 students were transferred to the Davidson County School system. Over the last 10 years, however, overall enrollment has increased. Instructional facilities presently include a senior high school, and eight elementary schools (Table B).

Media services at the school district level are shown in Table C. assigned to school media services at this level are an audiovisual coordinator and a technician. There is no school district media center; all schools have materials available in their own media center and classrooms.

In October 1967, Lexington Middle School had an enrollment of 1,223 in grades 7, 8, and 9. The faculty includes the principal, 48 classroom teachers, and a number of specialists who work directly with students both in instructional periods and group activities. The school is a new facility, planned by faculty committees and experts in school planning. General instructional areas are located in two-story buildings identified as "houses." Each house provides separate quarters for grades 7, 8, and 9. Two other buildings contain the learning (media) center and the activity areas.

Through an ESEA Title III grant, the school is currently developing a program involving team teaching, large- and small-group instruction, flexible scheduling, and independent study. The program began in November 1967 at the 7th-grade level and will be extended to 8th- and 9th-grade levels in 1968 and 1969. The curriculum is organized within language arts, social studies, mathematics, and science and based on learning objectives for each subject for each week of the school year.

Teachers have developed clear, precise statements of work-week objectives showing how the student is expected to demonstrate his achievement of the objectives, a listing of resources available for use in achieving objectives, and a minimum level of achievement necessary for successful completion of the next work-week. Students, then, are able to progress as rapidly as they achieve objectives. When all objectives are completed before the end of the school year, students are permitted to do supervised independent study in areas of special interest.

The consultant who visited the Lexington Middle School reported use of media in classrooms:

> A North Carolina history class was using a filmstrip on World War I as a point of departure for a lively discussion of the action and the meaning of the work "armistice." In a science class, a lecture on soil conservation was presented with reference to the effects of erosion, and children volunteered examples from their own experience. This classroom had overhead and opaque projectors, a set of encyclopedias, many paperbacks on nature and science, charts, pictures of birds, a North Carolina map, posters made by the students, a planetarium, jars of insects, the usual paraphernalia of a junior high school classroom supplemented by many additional teaching materials.

The flexible modular schedule divides each school day into fifteen 26-minute segments or modules. Each student then divides his time among three different kinds of learning situations: Basic Time, IDLE Time, and Probe or Help Time. Basic Time provides classroom instruction in fundamentals; students may participate in small or large groups. IDLE Time (Individually Directed Learning Experience) involves the student in an individual study program where he may seek help from a learning center consultant, do independent work, work with other students, or use media. During Probe or Help Time, the student is free to select an activity, study a subject of interest, read, work on objectives for another work-week, or seek additional help.

Plans for a sound evaluation of the program at Lexington Middle School have included developing project objectives, determining behaviors to be studied relative to these objectives, locating satisfactory instruments for identifying the variables, and analyzing test results.

## School Media Program

The Lexington Middle School Learning (Media) Center is staffed by a full-time learning center coordinator, a librarian, and three research consultants, who are teachers serving half time in the center as subject specialists. There are also two full-time media aides.

Table F shows the number and types of materials available in the center. All printed materials except newspapers may be borrowed for home use. Audiovisual materials are only available for use in the media center or classrooms. Table G shows the number and types of equipment owned by the school. A small collection of materials for each grade---books, pamphlets, etc., as well as some audiovisual equipment is kept in this house.

The Learning Center (an area of 14,400 square feet) is located in the center of the three houses with entrances to each. Passageways define activity areas: conference, seminar, display, informal reading, and listening, viewing, and browsing (Table I). Services and facilities are available each school day from 8:00 a.m. to 4:00 p.m. Some services provided in the learning center are shown in Table J.

A school brochure for visitors states:

> The spacious 14,000-square-foot Learning Center is the hub of middle-school life, and a visitor will see a diversity of projects, activities, and school functions going on here every day. One language arts teacher had allowed her students to divide into four groups as they prepare class presentations of their special topics. A science group is viewing the various filmstrips on the microscope and its uses. Ten students from an American history class are listening to Civil War recordings and noting their reactions. Two students are practicing their French on the language master and two others are improving their English pronunciation. A college-bound student is working with the controlled reader to improve his

> reading speed and comprehension.... In the lounge area, a Student Council committee is working on a school project.... Art students are viewing slides that their teacher has assigned in art appreciation .... Students talk in a normal voice and do not have to tiptoe through a carpeted area larger than most school gymnasiums.

## Special-Purpose Grant Project

Lexington Middle School received an ESEA Title II special-purpose grant in fiscal year 1966, and an ESEA Title III grant in fiscal 1967. In 3 fiscal years, Federal support for the school media program totaled $105,121 (Table 7), of which ESEA Title II contributed about 20 percent. The primary objectives of both programs were:

- To improve the quality of instruction
- To improve pupil personnel services
- To improve evaluation procedures and reporting
- To improve school-community relations
- To increase the diversification of course offerings
- To increase the holding power of the school.

To achieve these objectives plans are being made to acquire instructional materials and launch exploratory and experimental activities in a widely diversified curriculum. No changes were made in personnel assigned to school district media programs; however, consultant services and inservice education on school media programs have been provided for the first time to school media specialists, teachers, and school principals. In the Lexington Middle School Learning Center, a technician and three half-time research consultants were employed.

Table 7. Federal Funds Expended for Lexington **Middle School Media Program for Three Fiscal Years**

| Federal Program 1 | Printed Materials 2 | AV Materials 3 | Quarters 4 | Supplies 5 | Equipment 6 | Professional Salaries 7 | Clerical Salaries 8 | Total 9 |
|---|---|---|---|---|---|---|---|---|
| ESEA I | | | | | | | | |
| 1966 | $372.44 | $303.66 | - | - | $1,329.93 | - | - | $2,006.03 |
| 1967 | - | - | - | - | - | - | - | - |
| 1968 | - | - | - | - | - | - | - | - |
| ESEA II | | | | | | | | |
| 1966 | $7,000.00 | $6,500.00 | - | - | - | - | - | $13,500.00 |
| 1967 | 2,004.63 | 2,000.00 | - | - | - | - | - | 4,004.63 |
| 1968 | 3,014.69 | 1,100.00 | - | - | - | - | - | 4,114.69 |
| ESEA III | | | | | | | | |
| 1966 | - | - | - | - | - | - | - | - |
| 1967 | $1,974.85 | $1,131.45 | - | $ 500.00 | $ 4,208.00 | - | $1,500.00 | $ 9,314.30 |
| 1968 | 150.00 | - | $18,000.00 | 3,581.00 | 17,269.00 | $14,785.67 | 9,000.00 | 62,785.67 |
| NDEA III | | | | | | | | |
| 1966 | $123.06 | $ 624.43 | - | - | $1,229.82 | - | - | $1,977.31 |
| 1967 | 200.00 | 1,418.51 | - | - | 2,565.95 | - | - | 4,185.46 |
| 1968 | 281.85 | 6.20 | - | - | 2,944.66 | - | - | 3,232.71 |
| TOTAL | $15,521.52 | $13,084.25 | $18,000.00 | $4,081.00 | $39,547.36 | $14,785.67 | $10,500.00 | $105,120.80 |

The new facility provided a bigger and better physical environment where pupils gained access to independent study stations equipped for listening and viewing. A new media production laboratory was added as well as group listening and viewing facilities.

Changes have also been made in the school's media program since the demonstration project began. The Learning Center has been opened in the summer, and the collection of audiovisual materials has been increased considerably with the addition of new types such as tape recordings, transparencies, and microfilm.

The larger media staff, improved facilities, and new equipment have enabled extension of professional services. Teachers assigned to the Learning Center as research consultants because of their enthusiasm and efficiency are teaching research skills while helping students in particular subjects. Since the demonstration project, professional media staff have participated in team teaching. They also have served on curriculum committees, conducted inservice education programs on the use of media center materials, increasingly participated in departmental meetings, and worked extensively to introduce classroom units using media center materials, involving themselves actively in classroom book and film discussions.

## Faculty Attitudes Toward Media Programs

Fifty-one faculty members, including all classroom teachers, at Lexington Middle School were interviewed concerning changes they had observed since more instructional materials were made available in the school. Questioned were 11 English and reading teachers; seven science teachers; seven social studies teachers; ten mathematics teachers; four physical education and health teachers; three foreign-language teachers; two teachers each of music, industrial arts, and home economics; one art teacher; a guidance counselor; and a special education teacher.

Table 6 shows how the teachers responded. Over 75 percent felt that of 29 items change had occurred to a great extent for the 22 shown below.

Items Considered to Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available, by 75 Percent or More of the Lexington School Teachers Interviewed (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | Teacher interest in using materials in classroom instruction has increased. (B-1)* | 96 |
| 1. | School administrators have become more aware of the school media program. (C-6) | 96 |
| 2. | Teacher interest in selecting new materials for the media center has increased. (C-4) | 94.1 |
| 3. | The leading of special collections of materials from the media center to classrooms has increased. (B-4) | 90.1 |
| 3. | There is more cooperation between media staff and most classroom teachers. (C-5) | 90.1 |
| 4. | The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3) | 86.2 |
| 4. | Parents have become more aware of the school media center program. (C-2) | 86.2 |

---

* The letters and numbers following each item refer to the number of each item on the interview guide and in Table 6.

| | | |
|---|---|---|
| 5. | Classroom units are being planned to use the new materials.(A-1) | 84.3 |
| 5. | The acquisition of more materials has stimulated school and community interest in the school media center.(C-1) | 84.3 |
| 5. | School board members have become more aware of the school media center program.(C-3) | 84.3 |
| 5. | Students who seldom used the media center before have been attracted by the new materials.(D-6) | 84.3 |
| 6. | Students have been motivated to use *audiovisual* materials from the media center to complete class assignments.(D-3) | 82.3 |
| 7. | Increased materials have contributed to the individualization of instruction.(A-2) | 80.3 |
| 7. | Students have been motivated to improve their skill in how to use materials and the media center.(D-7) | 80.3 |
| 7. | The collection of *audiovisual* materials in my teaching field has been strengthened.(E-2) | 80.3 |
| 8. | The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study.(A-3) | 78.4 |
| 8. | The availability of *audiovisual* materials for independent use in the media center has increased student interest in reading and study.(D-4) | 78.4 |
| 8. | The collection of *printed* materials in my teaching field has been strengthened.(E-1) | 78.4 |
| 9. | The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. (A-4) | 76.4 |
| 9. | The use of *audiovisual* materials in classroom instruction has increased. (B-2) | 76.4 |
| 9. | The increase in materials has contributed to student learning and achievement. (D-1) | 76.4 |
| 9. | Students have been motivated to use *printed* materials from the media center to complete class assignments. (D-2) | 76.4 |

A science teacher noted that added materials had contributed extensively to the increased use of research tools and techniques in instruction, but that students needed more training in how to use the materials.

Teachers also assessed the extent to which changes had resulted from the ESEA Title II special-purpose grant. Between 84 and 90 percent attributed changes in Curriculum and Instruction, School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection largely to the special-purpose grant. Nearly all of the teachers (98 percent) attributed changes in Utilization of Materials (by teachers) to the Title II grant.

The survey found the attitude of teachers at Lexington School highly favorable toward the media center program. It should be noted that Lexington's ESEA Title II and Title III projects are so interrelated that it is difficult to separate the two for evaluation.

The principal of Lexington School and one media specialist on the staff were asked the same series of questions. The principal felt that change had occurred to a great extent for 24 of the 29 items. He reported limited change for three items, as follows:

- Parents have become more aware of the media program. (C-2)
- Student use of media center materials for noncurricular purposes has increased. (D-5)
- Students who seldom used the media center before have been attracted by the new materials. (D-6)

The media specialist reported change to a great extent for 21 items. In his opinion change had occurred to a limited extent for the following seven items:

- The acquisition of increased materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- The new materials have contributed to changes in curriculum content. (A-6)
- The lending of special collections of materials from the media center to classrooms has increased. (B-4)
- Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3).
- Students have been motivated to improve their skills in how to use materials and the media center. (D-7)
- The collection of printed materials has been strengthened in subject fields covered in the school curriculum. (E-1)
- The new materials allow for the varying abilities of pupils expected to use them. (E-5)

While the principal noted only limited change in parent awareness of the school media center program (C-2) and the attraction the new materials held for students who were virtually nonusers of the media center (D-6), a majority of the teachers reported extensive change for these items.

The media specialist found only limited change in decreased reliance on one textbook (A-3), availability of media center materials in classrooms (B-4), student motivation to use media center printed materials to complete classroom assignments (D-3), student improvement in ability to use materials and the media center (D-7), and strengthening of the media center collection of printed materials (E-1). However, a majority of the teachers reported extensive change in these areas.

The principal responded "Don't know" regarding inclusion of adequate and up-to-date information on educational and occupational guidance (E-3). He pointed out that students are now more likely to use materials, are able to use the equipment without supervision, and like the "self-service" atmosphere created by the accessibility of the materials. Students, he reported, are now more inclined to independent study because of the variety of materials and are more adept in using media for classroom presentations.

The media specialist felt that changes in Utilization of Materials (by teachers), Pupil Behavior, and School Media Center Materials Collection could be attributed to a great extent to the special-purpose grant. He reported that the changes in Curriculum and Instruction and School and Community Attitudes could be attributed to the special-purpose grant only to a limited extent. The principal felt that changes in all categories were due largely to the special-purpose grant.

## Pupil Attitudes Toward Media Program

About 10 percent (125) of Lexington Middle School pupils were interviewed -- 68 girls and 57 boys, grades 7, 8, and 9 (Table N).

Said the interviewer:

> The answers /of 8th- and 9th-graders/ reflect the feeling that the 7th-graders who engaged in the continuous progress program had more opportunity to use the Learning Center throughout the day than they did, and they wanted more space for quiet reading and more opportunity to come to the Learning Center themselves.

This report was well substantiated in tabulating responses of pupils in the two upper grades. Many students commented on it at some length.

A 9th-grade girl wrote:

> Our Learning Center is sometimes crowded. One of the reasons is because of the 7th-graders being in there so much. I think the program they are trying is great, but I don't think that children this age are ready for so much freedom.

A 9th-grade boy reported:

> In the junior high that I was in before, we didn't have the larger supply of equipment and a larger learning center staff. This equipment and larger supply of books have helped many students and myself in research, studying, and learning. I think that some people, mostly 7th-graders, aren't ready for this much freedom, like the Learning Center. But more people are using the equipment and books every day.

Asked what they liked best about the Learning Center, pupils most frequently said the variety of books (mentioned by 54 of the 125 pupils). The good collection of audiovisual materials and equipment was referred to by 32 pupils. Six pupils liked the atmosphere, calling it "a good place to study." A few students mentioned the accessibility of materials, and the location of the Learning Center. Two students liked the help provided by the media staff. One student observed: "The things I like best about the media center are the books, machines, and staff."

Two other students liked the "little theaters," consisting of a counter and rear projection screen with a 16mm. projector and six headsets. The desk arrangement encourages note-taking and allows students to view films without disturbing others. The theaters have proven so popular that two more are planned.

A 9th-grade student summed up many of the comments:

> During the time I've been in the new school, my grades have gone up considerably. But more important is my increased knowledge. It would be a waste of time and intelligence to take these facilities away from the students. Before we spent a whole grueling day in a classroom. By the end of the day, we were worn out and hating school. Now we learn as much and more in much less time. The best thing about this new school is that we are learning more about how to get along in life, as well as "book" learning.

There was less agreement among pupils about items liked least about the media center. Thirty-one students referred to the noise and the crowdedness. Several noted that the location of the Learning Center in the middle of the school contributes to these conditions. Ten students said that they would like conference rooms or discussion areas where groups could work. Other items mentioned as liked least were loan regulations for filmstrips (1-day limit) and paperbooks for sale ("not enough buyable titles"). Mentioned by almost all of the 8th- and 9th-grade pupils were the freedom given 7th-grade users of the Learning Center and the resulting lack of opportunity for the upper-level students to use the Center as much as they liked.

Although students did criticize the Learning Center, about 93 percent reported that boys and girls in the school seemed to be using the Learning Center more for the following:

| | Number of Times Cited |
|---|---|
| • It has more books and materials. | 69 |
| • It is necessary for school work. | 35 |
| • It has audiovisual materials. | 15 |
| • The media specialist is helpful. | 10 |
| • Students like to use the audiovisual equipment. | 7 |
| • It is more attractive. | 7 |

Asked about their own use of the Learning Center, almost 93 percent said they used it more because:

| | Number of Times Cited |
|---|---|
| • It has more books and materials. | 62 |
| • It is necessary for school work. | 49 |
| • It has audiovisual materials. | 12 |
| • The media specialist is helpful. | 6 |
| • I like to use the audiovisual equipment. | 5 |
| • It is more attractive. | 4 |
| • It has improved facilities. | 3 |
| • It is a more enjoyable way to learn. | 1 |

Other typical comments from students were:

> The Learning Center needs more places where we can work in groups. There is no place to discuss things.
>
> Our media center has many books but I think we need many more.
>
> I like the media center because it has the books and filmstrips that we need.

## Visitor Response

During the survey of Lexington Middle School, 10 visitors to the school were interviewed, including nine school media specialists (librarians) and a county school-library supervisor. Most visitors had learned about the project through State Department of Education bulletins. Three mentioned hearing of it at a professional meeting. Two visitors had seen a brochure printed by the Lexington Middle School.

A special feature of the Lexington demonstration project is orientation films planned, written, narrated, and filmed by three students. The students themselves initiated this activity and have produced two films: "Use of the Learning Center" and "Innovations in Learning." The films are shown to visiting groups interested in the school's continuous progress program. Plans call for future filming of other phases of the Lexington program.

Visitors responded to 17 survey items in terms of their observations at the demonstration school. All reported extensive evidence of the following five items:

### Utilization of Materials

- Use of instructional materials in individualized study programs

### School and Community Attitudes

- Administrator's support of media center program
- Student interest in media center program

## Facilities and Accessibility

- Facilities for independent use of audiovisual materials
- Flexible method of scheduling pupils for use of media center

Two visitors noted only limited evidence of use of instructional materials in classrooms and cooperation between media staff and teachers. One visitor found only limited evidence of student use of research tools and techniques in completing assignments.

Visitor observations can be summarized as follows:

1. Seven of the 10 visitors felt that they had extensively increased their understanding of media programs in education through their visit to Lexington. Other responses to this item were: one, "to a limited extent"; one, "not at all"; and one, "Don't know."
2. Eight felt that the Lexington demonstration project was contributing extensively to the instructional program. One visitor answered "Don't know" to this item.

## Summary

In conjunction with an ESEA Title III project, the special-purpose grant under ESEA Title II has enriched the media program at Lexington Middle School. The Title III grant has supported development of a continuous progress instructional program, where each pupil begins at his own level of academic achievement and progresses as far as he can in each subject at his own rate.

Teacher responses to this survey indicated that the primary objectives of both Federal grants--to improve the quality of instruction, and to improve school-community relations--are being achieved. For the seven items in the Curriculum and Instruction category, 75 percent or more of the teachers reported extensive improvement since additional instructional materials were made available in the school. For all items related to School and Community Attitudes, 75 percent or more of the teachers reported extensive change. Seven items dealt with pupil improvement in learning and achievement, use of materials, and reading and study habits; for five, over 75 percent of the teachers noted extensive change.

Contributing to the success of the Lexington program is the coordination of ESEA Title II and Title III projects with local and State effort. In 1967, local and State effort for instructional materials at Lexington averaged about $7 per pupil. Federal support for the media program, over a 3-year period, amounted to nearly $105,121, an annual average of about $28 per pupil. Money alone has not improved the instructional program at Lexington. But combined with the willingness of Lexington teachers and administrators to introduce more efficient operational techniques and more effective instructional methods, Federal funds are assisting this school to move toward a new level of educational excellence.

# VII. MICHIGAN AVENUE JUNIOR HIGH SCHOOL
# COOS BAY, OREGON

## Community Setting

Located in Coos Bay, Oregon, Michigan Avenue Junior High School is one of three junior high schools in Coos Bay School District No. 9. The school district covers an area of northern and western Coos County on the southern Oregon coast. Basic to the economy of the area is the lumber industry; Coos Bay is the largest volume lumber shipping port in the world. Tourism probably provides the second largest source of income and is growing. Also important to the area are dairy farming, ranching, and fishing industry, both commercial and sport.

With a population of 14,000, Coos Bay is the largest city on the Oregon coast. Coos Bay City Center is about 6 miles inland from the Pacific Ocean and in the Coast Mountain Range. There are 10 other incorporated and several unincorporated communities within a 7-mile radius for which Coos Bay is the principal shopping center, bringing the population of the trading area to approximately 40,000.

## School Setting

Organized in 1867, the Coos Bay School District No. 9 has become one of the largest school districts in Oregon because of increasing enrollments and school district consolidation over the past 15 years. There are 12 elementary schools, one special school, three junior high schools, and a senior high school in the district. In 1967-68, average daily membership totaled 6,017. Enrollment generally remains stable throughout the school year.

The school district provides some very limited services for school media programs. While no professional personnel are assigned to media programs at the district level, there is a part-time media aide who provides some service (Tables B and C). Some limited inservice training for teachers and school principals is conducted for new school personnel. A small professional media collection (mostly supplementary textbooks and 16mm. films) is maintained and the ordering of instructional materials is centralized at the district level.

The school district has a centralized library in each school. Most of the elementary school libraries are maintained by a teacher-librarian with the aid of student helpers. Some elementary schools have a central library for the upper grades only while the primary grades have classroom libraries.

Michigan Avenue Junior High and Blossom Gulch Elementary School each have a full-time media specialist and serve as model media programs for the Coos Bay District.

## School Media Program

Michigan Avenue Junior High School is a comparatively new building, most of the original structure having burned in 1960. When the school was built, the media center was one large room with an outdoor patio. In 1965-66, using ESEA Title I funds, the media center was remodeled at a cost of $42,000. The facility consists of reading areas, conference rooms with independent study stations, and a work area (Table I). Special features of the media center are a folding door which makes a fourth wall for a media classroom, conference rooms, and an equipment room. The media center is open daily, Monday through Friday, from 8:00 a.m. to 4:30 p.m.

With the assistance of ESEA Title I funds, the program has been expanded to serve the community. The center is open at night as a community study center, and services and borrowing privileges are extended to students from the elementary level through high school, and to adults. There is also a 9-week summer program with the media center available for use Monday through Friday, 9:00 a.m. to 4:30 p.m.

The Michigan Avenue Junior High School media center is staffed by a full-time media specialist and a full-time media aide. A second media specialist provides service during the evening hours, assisted by a second media aide. Instructional materials available in the media center and equipment available in the school are shown in Tables F and G. A brochure printed by the school states:

> All students in the school participate in a planned program of library skills, and all students learn to operate viewers, tape recorders, and record players independently. Viewers are checked out overnight; other equipment may be checked out if a parent picks it up and returns it the following morning. All print and non-print materials may be checked out with the exception of current magazines.

Some of the services provided for children and teachers at Michigan Avenue School are shown in Table J. As part of the school curriculum, a planned program of study skills is presented to all grades. The media center is open to entire classes and to individuals at all times throughout the day.

## Special-Purpose Grant Project

Michigan Avenue Junior High School was one of seven schools in Oregon to receive a special-purpose grant under ESEA Title II in fiscal year 1967. The amount of Federal funds expended for media programs for 3 fiscal years is reported in Table 8. Since the reading level of approximately 48 percent of the students is below grade level, Michigan Avenue School used the funds to purchase low-vocabulary high-interest print and non-print materials. The objectives of the project were:

a. To provide print and non-print materials for students in grades 1-4 whose schools do not keep libraries open in the summer;

b. To encourage reading through availability of high interest materials;

c. To provide materials for Michigan Avenue students who read below grade level.

School district services for media did not change following the ESEA Title II special-purpose grant, except for the increased availability of the resources and services of the Michigan Avenue Junior High School media center. State and local effort to support the media program in individual schools increased, and hours of service were extended to evenings and summers. Additional professional personnel were employed under ESEA Title I to provide service during the extended hours. Title I funds also were used to improve the physical environment of the media center by providing more space, independent study areas, listening and viewing stations, and a group listening station.

Because of the Title II grant, some types of audiovisual materials not previously provided in the media center are now available, including

Table 8. Federal Funds Expended for Michigan Avenue Junior High School Media Program for Three Fiscal Years

| Federal Program 1 | Instructional Materials 2 | Equipment 3 | Professional Salaries 4 | Clerical Salaries 5 | Total 6 |
|---|---|---|---|---|---|
| ESEA I | | | | | |
| 1966 | $539 | $2,344 | $ 924 | $1,415 | $5,222 |
| 1967 | 787 | - | 5,144 | 4,273 | 10,204 |
| 1968 | - | 915 | 4,153 | 3,341 | 8,409 |
| ESEA II | | | | | |
| 1966 | 1,076 | - | - | - | 1,076 |
| 1967 | 6,376 | - | - | - | 6,376 |
| 1968 | 2,540 | - | - | - | 2,540 |
| Total | $11,318 | $3,259 | $10,221 | $9,029 | $33,827 |

filmstrips, 8mm. films, tape and disc recordings, art and study prints, and transparencies. The greater quantity of materials made it possible to lengthen the loan period and to allow students to borrow audiovisual materials and equipment for home use. With improved facilities and more materials, the staff can participate for the first time in such instructional activities as:

- Introduction of classroom units using media center materials
- Departmental meetings
- Classroom book discussions
- Inservice programs on use of materials
- Assistance to teachers in selecting materials.

These changes in personnel and facilities are considered by school media personnel to be largely attributable to the ESEA Title II special-purpose grant, while the changes in services are considered to be attributable to the Title II grant only to a limited extent.

## Faculty Attitudes Toward Media Programs

Twenty-five, or more than 92 percent, of the classroom teachers at Michigan Avenue Junior High School were interviewed concerning changes resulting from the availability of more instructional materials. Those interviewed included six English and reading teachers, six social studies teachers, three science teachers, three mathematics teachers, two physical education teachers, and one teacher each in music, art, and business education. One counselor and a teacher whose subject field could not be identified were also interviewed.

Table 6 shows how the teachers responded. For 16 items, 60 percent or more reported extensive changes since more instructional materials became available. These items listed below in rank order are:

Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available, by 50 Percent or More of the Michigan Avenue Junior High School Teachers Interviewed (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | Parents have become more aware of the school media center program. (C-2)* | 80 |
| 2. | Teacher interest in using materials in classroom instruction has increased. (B-1) | 72 |
| 3. | The use of audiovisual materials in classroom instruction has increased. (B-2) | 68 |
| 3. | The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3) | 68 |
| 3. | The acquisition of more materials has stimulated school and community interest in the school media center. (C-1) | 68 |
| 3. | School board members have become more aware of the school media center program. (C-3) | 68 |
| 3. | Teacher interest in selecting new materials for the media center has increased. (C-4) | 68 |
| 3. | Students have been motivated to improve their skill in how to use materials and the media center. (D-7) | 68 |
| 4. | Students have been motivated to use audiovisual materials from the media center to complete assignments. (D-3) | 64 |
| 4. | Student use of media center materials for non-curricular purposes has increased. (D-5) | 64 |

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* The letters and numbers following each item refer to the number of each item on the interview guide and in Table 6.

| Rank | Item | Percent |
|---|---|---|
| 4. | Students who seldom used the media center before have been attracted by the new materials. (D-6) | 64 |
| 5. | Increased materials have contributed to the individualization of instruction. (A-2) | 60 |
| 5. | There is more cooperation between media staff and most classroom teachers. (C-5) | 60 |
| 5. | School administrators have become more aware of the school media program. (C-6) | 60 |
| 5. | The collection of printed materials in my teaching field has been strengthened. (E-1) | 60 |
| 5. | The new materials allow for the varying abilities of pupils expected to use them. (E-5) | 60 |

It is interesting that all items in the School and Community Attitudes category were thought to have changed to a great extent by 60 percent or more of the teachers interviewed.

There were four items in the remaining categories for which 50 percent or more of the teachers reported only limited change. These items were:

| Rank | Item | Percent |
|---|---|---|
| 1. | The new materials have contributed to changes in curriculum content. (D-6) | 56 |
| 1. | The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (A-3) | 56 |
| 2. | Classroom units are being planned to use the new materials. (A-1) | 52 |
| 2. | Students have been motivated to use printed materials from the media center to complete class assignments. (D-2) | 52 |

One teacher reported no change at all for each of the following items concerning Curriculum and Instruction, School and Community Attitudes, and Media Center Materials Collections.

- The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. (A-4)
- School media specialists have become more involved in the instructional program. (A-7)
- There is more cooperation between media staff and most classroom teachers. (C-5)
- The collection of printed materials in my teaching field has been strengthened. (E-1)
- The new materials allow for the varying abilities of pupils expected to use them. (E-5)

The teachers interviewed also responded to five summary questions regarding the extent to which they attributed the changes observed to the Title II special-purpose grant.

1. Sixty percent of the teachers interviewed attributed changes in Curriculum and Instruction largely to the Title II grant.
2. Seventy-two percent of the teachers interviewed attributed changes in their **Utilization** of Materials and in Pupil Behavior largely to the Title II grant.
3. Sixty-eight percent of the teachers interviewed attributed changes in School and Community Attitudes largely to the Title II grant.
4. Eighty-four percent of the teachers interviewed attributed changes in Media Center Materials Collection largely to the Title II grant.

The principal of Michigan Avenue Junior High School and the media specialist were interviewed with the same series of questions used in the teacher interviews. The principal felt that extensive change had occurred for 21 of the 29 items. He reported only limited change for the following eight items:

- The acquisition of increased materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- The new materials have contributed to changes in curriculum content. (A-6)
- Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3)
- Students who seldom used the media center before have been attracted by the new materials. (D-6)
- The collection of printed materials has been strengthened in subject fields covered in the school curriculum. (E-1)
- The collection of audiovisual materials has been strengthened in subject fields covered in the school curriculum. (E-2)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)
- The collection of professional materials has been strengthened. (E-4)

The media specialist reported limited change for 12 items and extensive change for 17 items. The items for which she reported limited change were:

- Classroom units are being planned to use the new materials. (A-1)
- Increased materials have contributed to the individualization of instruction. (A-2)
- The acquisition of increased materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)

- The new materials have contributed to changes in curriculum content. (A-6)
- The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3)
- The lending of special collections of materials from the media center has increased. (B-4)
- School administrators have become more aware of the school media center program. (C-6)
- The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (D-4)
- Student use of media center materials for noncurricular purposes has increased. (D-5)
- Students have been motivated to improve their skills in how to use materials and the media center. (D-7)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)
- The collection of professional materials for teachers has been strengthened. (E-4)

The principal attributed extensive influence to the Title II special-purpose grant in changing School and Community Attitudes and Media Center Materials Collection. He reported only limited credit to the special-purpose grant for changes in Curriculum and Instruction, Utilization of Materials (by **teachers**), and Pupil Behavior.

The media specialist also credited the Title II grant with limited influence on changes in Curriculum and Instruction and Pupil Behavior.

The principal and media specialist agreed that only limited change has occurrred in decreased reliance on one textbook (A-3), inclusion of adequate and up-to-date educational and occupational guidance materials in the collection (E-3), and strengthening of professional collection (E-4). Over 78 percent of the teachers reported less reliance on a basic textbook; however, the teachers generally agreed with the principal and media specialist about the educational and occupational guidance and professional materials.

## Pupil Attitudes Toward Media Programs

A total of 61, or nearly 12 percent, of the Michigan Avenue Junior High School pupils were interviewed. The group included 24 boys and 37 girls, grades 5-8 (Table K).

Asked what they liked best about the media center, the pupils most frequently mentioned the variety in the selection of books (21 students). Thirteen students liked the audiovisual equipment best, while eight students liked best the good sources of information. The organization of the media center, the magazines, the attractive atmosphere, and the freedom with which they are allowed to use the center were each mentioned by three students. The media specialists were mentioned by two students.

Asked what they liked least about the media center, eight students mentioned noise. The lack of space and crowded conditions and the records were each cited by four students. Five students said there were not enough books and two students liked least the rule against talking. One student said that there were not enough tables; and another, that there were not enough typewriters for student use.

Items liked best apparently outweighed items liked least as almost 79 percent of the students interviewed said that the boys and girls at their school seemed to be using the media center more. Almost 15 percent thought that use had remained about the same; about 1 percent felt that use had increased. About 5 percent of the students answered "Don't know" to this question. Reasons given for the increased use were:

| | Number of Times Cited |
|---|---|
| It has more books and materials. | 31 |
| It is necessary for school work. | 16 |
| It has audiovisual materials. | 7 |
| Students like to use the audiovisual equipment. | 4 |
| It is more attractive. | 1 |
| It is quiet. | 1 |

When asked about their own use of the media center, slightly more than 80 percent said they used the media center more. About 7 percent said that their individual use had decreased, and about 13 percent said it had remained about the same. Their reasons for increased use of the media center were as follows:

| | Number of Times Cited |
|---|---|
| It has more books and materials. | 29 |
| It is necessary for school work. | 18 |
| I like to use the audiovisual equipment. | 8 |
| The media specialist is helpful. | 6 |
| It has audiovisual materials. | 2 |
| It is more comfortable. | 2 |
| It is a quieter, better place to study. | 2 |
| I like to help the media specialist. | 2 |

| | Number of Times Cited |
|---|---|
| • It is more attractive. | 1 |
| • I like the magazines. | 1 |

A 7th-grade girl commented:

> I think the media center is very useful in our daily school work. And I also think it was a wise decision to leave the media center open after school. Now we at Michigan Avenue can catch up with our assignments.

A 6th-grade girl said:

> I think the media center should be enlarged and have many more conference rooms and fiction books.

A 5th-grade boy noted:

> I like Michigan Avenue's media center more than any other because I feel more at home here.

### Value of Demonstration Program for Visitors

During the visit to Michigan Avenue Junior High School, 13 visitors to the school were interviewed. The visitors included: five media specialists, three principals, a school district media supervisor, a school district director of secondary education, an ESEA Title III project director, an assistant superintendent, and a university professor of librarianship. Six visitors had learned of the project through State department of education publications. Two visitors had heard about the program at professional meetings, while two other visitors are coparticipants in similar demonstration projects in other schools. One visitor had seen a brochure printed by the demonstration school, and two others had learned of the project from ESEA Title III coordinators.

The visitors were asked to respond to 17 items about their observations of certain activities, attitudes, and facilities. At least half of the visitors reported evidence of 11 items to a great extent.

Two items were observed only to a limited extent by four visitors. These included student use of media center, and facilities for independent use of audiovisual materials. Six or more visitors reported "Don't know" for three items, as follows:

- Use of instructional materials in individualized study program
- Media staff participation in team teaching
- Cooperation between media staff and some classroom teachers.

Two visitor-response items served to summarize their reactions to the media center program. Over 69 percent of the visitors reported increasing their understanding of media center programs in education only in a limited way during their visit to Michigan Avenue; however, more than 84 percent felt that the demonstration program was contributing extensively to the instructional program.

Part C of the visitor questionnaire asked the visitors to note the extent to which changes occurred in their own local school media center program following their visit to the demonstration program. This section was designed to collect data indicating whether the development of demonstration programs does, in fact, make a substantial contribution to improved school media programs on a State and national basis.

Twelve of the 13 visitors responded to these items. At least half felt that some change had occurred for 10 of the 15 items, including:

- Improvement of media center programs

- Additions or improvements to media center facilities for independent study
- Making audiovisual materials available for use in media center
- Making audiovisual materials available for pupil use at home
- Extended hours of media center services (evening, weekends, before and after school)
- Inservice programs for teachers in use of modern center materials
- Improved arrangements for pupil use of media center
- Increased funding for media center programs
- Improved purchasing, processing, and organizational procedures for media center materials
- Improved community support of media center programs.

The visitors were also asked the extent to which they attributed changes in media center personnel and facilities, use of materials, and administration of their local school media program to their visit to the demonstration school. Their responses indicated such changes could be attributed to their visit to Michigan Avenue only in a limited way, if at all.

The visitors to the Michigan Avenue program were apparently motivated primarily by desires to reinforce their planning of school media programs or to compare the demonstration program with theirs. One coordinator of a Title III project commented:

> We presently have an ESEA Title III library demonstration project in our school district. However, we found the visitation to Michigan Avenue Junior High very interesting and informative. They have a fine program and are providing excellent services to the staff and students (as well as parents) of the community.

A director of secondary education noted:

> Our school is already an ESEA Title II demonstration project. Our purpose in visiting Michigan Avenue was to check the possibilities of starting an evening library program. We needed to be aware of the problem, needed staff, etc. This was an excellent visitation.

## Summary

The ESEA Title II special-purpose grant to Michigan Avenue Junior High School was intended to provide low-vocabulary, high-interest books, records, and filmstrips for students who read below grade level (48 percent). The program was to be coordinated with a media project under ESEA Title I to provide media facilities, equipment, collections, and personnel. Story hours were arranged for primary school children, and the media center was opened during the summer to the community.

The effort to create community interest in school media services was apparently quite successful. A majority (60 percent) of Michigan Avenue Junior High School teachers responded favorably to all items connected with school and community interest.

With respect to pupil behavior, 68 percent of the teachers interviewed felt that students had markedly improved their skills in using materials in the media center. Sixty-four percent felt that student use of the media center for noncurricular purposes had increased extensively and that students who seldom had used the media center before were attracted by the new materials.

Consideration of student needs in selecting materials was apparently good as a majority of teachers interviewed felt that the new materials allowed for the varying abilities of pupils and that the collection of printed materials in their subject fields had been extensively strengthened. Fifty-two percent felt that the collection of audiovisual materials in their teaching fields had been strengthened.

## VIII. HEMET HIGH SCHOOL
## HEMET, CALIFORNIA

### Community Setting

Hemet Unified School District is a growing district covering 720 square miles in Southern California's Riverside County, Hemet, a city of approximately 9,000 persons, and its environs constitute the major population center. Several small outlying communities in the mountains include Idyllwild, 25 miles east of Hemet, and Aguanga and Anza, 45 miles southeast. The district is chiefly agricultural, with citrus fruit and apricot orchards, beef cattle, horse ranches, dairy farms, and hay and grain ranches.

Formed in 1966 by merging four school districts, Hemet Unified School District has experienced steady growth. Increased business activity, stimulated by the manufacture of travel trailers and mobile homes, is evident. Approximately 25,000 persons currently live in the district, with a school population of over 5,000 students. Demographic projections predict that the district's population will double by 1980. Other dominant economic factors are retirement communities and mobile home parks. The school population reflects various occupations, including professional and business people, farmers and ranchers, and farm and other nonskilled labor.

### School Setting

Approximately 4,463 pupils were enrolled in the Hemet Unified School District during the 1967-68 school year (Table A). Enrollment has increased steadily for a number of years. Growth in the general population was accompanied by a 10 percent increase in enrollment in 1963-65; however, the rate decreased perceptibly in 1966. Instructional facilities consist of Hemet High School (grades 9-12), one junior high school, and 10 elementary schools.

District services provided for media programs are available in the junior and senior high schools although in 1967-68, the junior high school had no professional media staff. A curriculum and resources center, maintained at a centrally located elementary school, serves the elementary schools in the district by bookmobile. Few other media services are provided at the school district level. The loan of film and some other audiovisual services are contracted through the County of Riverside. An elementary curriculum center is also maintained by Riverside County in San Jacinto. A professional library for teachers is located in the city of Riverside.

In October 1967, Hemet High School had an average daily membership of 1,414 (Table E), including students in grades 9-12, pupils enrolled in special classes for physically handicapped and mentally retarded minors, and pupils in the continuation program. Aproximately 400 students, or 20 percent, are transported in school buses. The faculty includes four members of the administrative staff, four counselors, and 66 teachers.

The Hemet High School Course Handbook, 1968-69, lists courses in art; business education; English; a 4 -year sequence in French, German, and Spanish; homemaking; industrial arts; mathematics; music; physical education; science; and social science. In addition, there are special programs such as driver education and driver training, a continuation school for students under 18 who are not enrolled in the full-time high school program, evening school, and home teaching. A "challenge period" allows college preparatory students in grades 9, 10, and 11 to take additional electives. All students meeting requirements may apply for an independent study program encompassing English, reading, social studies, and general studies.

School Media Program

The Hemet High School Media Center is well-equipped to furnish students with materials needed for study and for noncurricular purposes. Table F shows the number and types of instructional materials available. All printed materials and most audiovisual materials are available for home loan as well as media center use. Use of study prints and globes is restricted to the media center, and transparencies and transparency masters are available for teacher use only.

The number and types of audiovisual equipment available in classrooms and in the media center is shown in Table G. No equipment is available for home loan. Noted a social studies teacher:

> Our department makes good use of the tapes, records, films, and filmstrips. One of the problems we have is that we need more equipment for each classroom such as projectors of all kinds, tape recorders, and record players.

Students may voluntarily use the media center from 7:30 a.m. to 4:30 p.m., including the lunch period. The center is also open from 7:00 to 9:00 p.m. on Monday through Thursday evenings when special teacher help is available. In the first semester of the 1967-68 school year, attendance averaged 36 per evening; the second semester saw an average of 23.

The media center facility in Hemet High School was completed in 1966, replacing an older center used for special education. The entire library (5,400 square feet) is carpeted. In addition to the reading room, there are individual study carrels, conference rooms, a combination typing and listening and viewing room, a separate room housing a professional collection for teachers, media preparation facilities, and an office for the media specialist (Table I). A teacher acts as audiovisual coordinator and provides other teachers with equipment and materials for classroom use. A group of student library aides assist the professional staff. During evening hours, the media center is staffed by teachers on a rotating basis so that assistance in different subject areas is available to students.

A small special collection of printed materials in science is housed near science classrooms on loan from the main collection. Other services provided in the media center are shown in Table J.

The Hemet High School Course Handbook, 1968-69, offers the following statement on the library:

> The ability to use a library intelligently is decidedly necessary in the preparation for college work. The library is ready to help students by showing them how to assist themselves with the various tools of reference. Reading for pleasure or along vocational and avocational interests is encouraged as a practical means to a wider, happier, and more useful life.

A section on the library in the Hemet Student Handbook, 1967-68, contains suggestions on library use.

## Special-Purpose Grant Project

**Hemet High School received a special-purpose grant under the ESEA Title II program in fiscal year 1966. As shown in Table 9, accounted for almost 90 percent of the $65,580 in Federal funds expended in 3 fiscal years for instructional materials.**

**The objectives of the project were:**

- To provide a vastly improved library program for students residing in an area comprising 720 square miles, as well as for all certified personnel.
- To provide an exemplary library facility and program to be viewed by lay and professional groups throughout Riverside County, in addition to students training in library sciences in neighboring colleges and universities.
- To provide adequate library resource materials for each academic discipline in the school.
- To correlate library materials with curriculum efforts so that an integrated program results.
- To extend the boundaries of student knowledge and experience.
- To develop student ability in critical judgment and independent analysis.
- To promote the use of the library as a source of materials for both study and enjoyment.
- To promote the "life-long" learning concept among students.
- To assist teachers in the attainment of their educational goals for students.
- To enrich the curriculum by providing materials for research, motivation, and guidance.
- To provide instruction in the use of libraries.

Table 9. Federal Funds Expended for
Hemet High School Media Program
for Three Fiscal Years

| Federal Program<br>1 | Printed Materials<br>2 | AV Materials<br>3 | Textbooks<br>4 | Total<br>5 |
|---|---|---|---|---|
| ESEA I | | | | |
| **1966** | - | - | - | - |
| **1967** | $ 5,300.00 | $ 1,470.00 | - | $ 6,770.00 |
| **1968** | - | - | - | - |
| ESEA II | | | | |
| **1966** | $ 2,139.00 | - | - | $ 2,139.00 |
| **1967** | 37,380.56 | $17,587.44 | - | 54,968.00 |
| **1968** | 1,023.00 | 680.00 | - | 1,703.00 |
| TOTAL | $45,842.56 | $19,737.44 | - | $65,580.00 |

To achieve these objectives, materials are selected to meet the needs of students and teachers as well as to provide resources for teacher use and enrichment of the total curriculum. Staff members and students have been involved in selecting and evaluating materials and in planning a program representing both different academic disciplines and individual interests.

No changes in media center facilities could be attributed to the ESEA Title II special-purpose grant because a new building was under construction before application was made. However, a number of changes have been made in media center services. Various types of audiovisual materials not previously available have been provided for the first time, including filmstrips, 8mm. films, tape and disc recordings, art and study prints, transparencies, music scores, charts, slides and programed texts, and films.

The media center personnel kept staff members informed about new materials, service hours were extended, and students were given the new privilege of borrowing audiovisual materials for home use. The loan period for materials was lengthened and the number of items borrowed at one time was increased. The center staff now conducts inservice education programs on using media and assists teachers in selecting materials. All of the changes in program activity and services described here are considered by the project director to have occurred primarily because of the ESEA Title II special-purpose grant.

## Faculty Attitudes Toward Media Programs

Forty-five, or over 77 percent, of the classroom teachers at Hemet High School were interviewed concerning changes occurring since more instructional materials have become available. The 29 questions were grouped into five areas--Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection.

The 45 teachers interviewed included: three art teachers, 12 English teachers, five business education teachers, two science teachers, six social studies teachers, four foreign-language teachers, four mathematics teachers, one music teacher, two homemaking teachers, three physical education teachers, two industrial arts teachers, and one teacher of educable mentally retarded pupils.

Teachers indicated the extent to which they believed certain changes had occurred (Table 10). Over 50 percent of the teachers felt that change had occurred to a great extent for eight items listed below

Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available by 50 Percent or More of the Hemet High School Teachers Interviewed (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | The use of audiovisual materials in classroom instruction has increased. (B-2)* | 57.7 |
| 2. | Teacher interest in using materials in classroom instruction has increased. (B-1) | 55.5 |
| 2. | Teacher interest in selecting new materials for the media center has increased. (C-4) | 55.5 |
| 2. | The collection of printed materials in my teaching field has been strengthened. (E-1) | 55.5 |
| 3. | School board members have become more aware of the school media center program. (C-3) | 53.3 |

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* The letters and numbers following each item refer to the number of each item on the interview guide and in Table 9.

Table 10. Extent to Which Teachers at Hemet High School and Highland Park High School Observed Evidence of Change Since Additional Materials Were Made Available

| Item | Hemet High School | | | | Highland Park High School | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| A. Curriculum and Instruction | | | | | | | | |
| 1. Classroom units are being planned to use the new materials. | 40 | 42.2 | 2.2 | 15.5 | 67.3 | 30.9 | 1.8 | 0 |
| 2. Increased materials have contributed to the individualization of instruction. | 42.2 | 37.7 | 0 | 20 | 63.6 | 36.3 | 0 | 0 |
| 3. The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. | 37.7 | 35.5 | 4.4 | 22.2 | 69.0 | 23.6 | 1.8 | 5.4 |
| 4. The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. | 51.1 | 33.3 | 0 | 15.5 | 67.3 | 29 | 0 | 3.6 |
| 5. Increased materials made possible more class assignments that provide for the needs and abilities of individual students. | 46.6 | 31.1 | 4.4 | 17.7 | 63.6 | 30.9 | 3.6 | 1.8 |

**A - To a great extent.**
**B - To a limited extent.**
**C - Not at all.**
**D - Don't know.**

Table 10. Extent to Which Teachers at Hemet High School and Highland Park High School Observed Evidence of Change Since Additional Materials Were Made Available - Continued

| Item | Hemet High School | | | | Highland Park High School | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 6. The new materials have contributed to changes in curriculum content. | 26.6 | 48.8 | 6.6 | 17.7 | 40 | 50.9 | 3.6 | 5.4 |
| 7. School media specialists have become more involved in the instructional program. | 8.8 | 28.8 | 4.4 | 57.7 | 52.7 | 25.4 | 3.6 | 18.1 |
| 8. The changes in curriculum and instruction can be attributed to the Title II special-purpose grant. | 33.3 | 33.3 | 0 | 33.3 | 76.3 | 12.7 | 0 | 10.9 |
| B. Utilization of Materials (by teachers) | | | | | | | | |
| 1. Teacher interest in using materials in classroom instruction has increased. | 55.5 | 26.6 | 2.2 | 15.5 | 87.2 | 12.7 | 0 | 0 |
| 2. The use of audiovisual materials in classroom instruction has increased. | 57.5 | 22.2 | 0 | 20 | 69 | 14.5 | 0 | 16.3 |
| 3. The number of teachers making class assignments that require the use of materials from the media center has increased. | 37.7 | 31.1 | 0 | 31.1 | 89 | 9 | 0 | 1.8 |
| 4. The lending of special collections of materials from the media center to classrooms has increased. | 46.6 | 20 | 2.2 | 31.1 | 80 | 12.7 | 1.8 | 5.4 |

| Item | Hemet High School |  |  |  | Highland Park High School |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. The changes in utilization of materials (by teachers) can be attributed to the Title II special-purpose grant. | 44.4 | 20 | 0 | 35.5 | 81.8 | 9 | 0 | 9 |
| C. School and Community Attitudes |  |  |  |  |  |  |  |  |
| 1. The acquisition of more materials has stimulated school and community interest in the school media center. | 15.5 | 46.6 | 0 | 37.7 | 78.1 | 14.5 | 0 | 7.2 |
| 2. Parents have become more aware of the school media center program. | 26.6 | 15.5 | 0 | 57.7 | 58.1 | 21.8 | 0 | 20 |
| 3. School board members have become more aware of the school media center program. | 53.3 | 6.6 | 0 | 40 | 74.5 | 7.2 | 1.8 | 16.3 |
| 4. Teacher interest in selecting new materials for the media center has increased. | 55.5 | 24.4 | 0 | 20 | 89 | 7.2 | 0 | 3.6 |
| 5. There is more cooperation between media staff and most classroom teachers. | 48.8 | 20 | 0 | 31.1 | 94.5 | 1.8 | 0 | 5.4 |
| 6. School administrators have become more aware of the school media program. | 48.8 | 8.8 | 0 | 42.2 | 90.9 | 3.6 | 0 | 5.4 |

**Table 10. Extent to Which Teachers at Hemet High School and Highland Park High School Observed Evidence of Change Since Additional Materials Were Made Available - Continued**

| Item | Hemet High School | | | | Highland Park High School | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 7. The changes in school and community attitudes can be attributed to the Title II special purpose grant. | 42.2 | 20 | 0 | 37.7 | 89 | 3.6 | 0 | 7.2 |
| D. Pupil Behavior | | | | | | | | |
| 1. The increase in materials has contributed to student learning and achievement. | 48.8 | 33.3 | 0 | 17.7 | 74.5 | 21.8 | 1.8 | 1.8 |
| 2. Students have been motivated to use printed materials from the media center to complete class assignments. | 25.6 | 48.8 | 8.8 | 15.5 | 76.3 | 20 | 1.8 | 1.8 |
| 3. Students have been motivated to use audiovisual materials from the media center to complete class assignments. | 20 | 44.4 | 13.3 | 22.2 | 80 | 16.3 | 1.8 | 1.8 |
| 4. The availability of audio-visual materials for independent use in the media center has increased student interest in reading and study. | 24.4 | 31.1 | 6.6 | 37.7 | 80 | 12.7 | 0 | 7.2 |
| 5. Student use of media center materials for noncurricular purpose has increased. | 31.1 | 15.5 | 4.4 | 48.8 | 69 | 18.1 | 0 | 12.7 |
| 6. Students who seldom used the media center before have been attracted by the new materials. | 22.2 | 24.4 | 4.4 | 48.8 | 72.7 | 14.5 | 0 | 12.7 |

| Item | Hemet High School |  |  |  | Highland Park High School |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | A | B | C | D | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 7. Students have been motivated to improve their skill in how to use materials and the media center. | 20 | 31.1 | 4.4 | 48.8 | 78.1 | 14.5 | 0 | 12.7 |
| 8. The changes in pupil behavior can be attributed to the Title II special-purpose grant. | 26.6 | 22.2 | 4.4 | 44.4 | 81.8 | 9 | 0 | 9 |
| E. Media Center Materials Collection |  |  |  |  |  |  |  |  |
| 1. The collection of printed materials in my teaching field has been strengthened. | 55.5 | 33.3 | 0 | 11.1 | 87.2 | 17.7 | 0 | 0 |
| 2. The collection of audiovisual materials in my teaching field has been strengthened. | 53.3 | 37.7 | 0 | 8.8 | 74.5 | 25.4 | 0 | 0 |
| 3. The collection of materials includes adequate and up-to-date information on educational and occupational guidance. | 33.3 | 28.8 | 0 | 37.7 | 74.5 | 9 | 1.8 | 14.5 |
| 4. The collection of professional materials for teachers has been strengthened. | 53.3 | 35.5 | 0 | 11.1 | 87.2 | 10.9 | 0 | 1.8 |
| 5. The new materials allow for the varying abilities of pupils expected to use them. | 44.4 | 31.1 | 0 | 24.4 | 87.2 | 9 | 0 | 3.6 |
| 6. The changes in media center materials collections can be attributed to the Title II special-purpose grant. | 51.1 | 20 | 0 | 28.8 | 92.7 | 5.4 | 0 | 1.8 |

| Rank | Item | Percent |
|---|---|---|
| 3. | The collection of *audiovisual* materials in my teaching field has been strengthened. (E-2) | 53.3 |
| 3. | The collection of professional materials for teachers has been strengthened. (E-4) | 53.3 |
| 4. | The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. (A-4) | 51.1 |

A small percentage of teachers reported observing *no change at all* for several items; however, there was only one item for which more than 10 percent reported *no change*. Some 13 percent of the teachers responded that students had not been motivated to use *audiovisual* materials from the media center to complete class assignments (D-3). Over 44 percent did report limited activity in this area.

Slightly over 28 percent of the teachers reported that students had been motivated to use *printed* materials to complete class assignments *to a great extent* (D-2). Almost 49 percent reported observing this change to a *limited* extent. Although a majority of teachers felt that use of *audiovisual* materials in the classroom had increased (B-2), and that the collection of audiovisual materials had been strengthened (E-2), teachers apparently are not yet in the habit of making assignments that could involve individual use of films, filmstrips, recordings, or other types of audiovisual materials.

The responses of the teachers appeared to be associated slightly with the curriculum areas to which they devote the largest portion of their time. One physical education teacher wrote:

> Although our department doesn't use the library as much as the academic classes, I use the material there, particularly the magazines. Our supply of magazines is excellent: Time, Newsweek, Better Homes and Gardens, Changing Times, Consumers' Research, U.S. News and World Report, Wall Street Journal, Ladies' Home Journal, Science Digest, Parents' Magazine, etc.

A social studies teacher reported:

> I have been able to increase the level of my instruction, employ new techniques, and structure assignments to the abilities of my individual students, only because of the new materials available to me in the library. I also have been able to get materials I felt were needed in our library. Because of the available funds, new books and materials in special areas of my field have been added to our library. These have greatly increased my effectiveness and improved the quality of my teaching for students of all ability levels.

The reasonably large percentage of teachers at Hemet (ranging from 11.1 percent for one item to 57.7 percent for another) who responded "Don't know" should not be overlooked for it shows that teachers are not as aware of the media program as they might be. For example, 57.7 percent of the teachers answered "Don't know" when asked if school media specialists had become more involved in the instructional program (A-7). The eight items which over 50 percent of the teachers felt had changed to a great extent are largely concerned with the materials collection rather than professional services from media staff.

That only one full-time media specialist serves this large student body and faculty probably accounts for the large number who answered "Don't know." One teacher reported:

> The biggest drawback is that another assistant (at least) is badly needed to help and to inform teachers of what is available. Our media specialist does all she can but she is only one person.

Responses from teachers indicate that the media program at Hemet is primarily concerned with providing materials rather than services.

About one-third of the teachers interviewed attributed changes in Curriculum and Instruction largely to the Title II grant; however, the same number felt that the Title II grant had contributed only in a limited way. Between 42 and 52 percent of the teachers interviewed attributed changes in Utilization of Materials (by teachers), School and Community Attitudes, and Media Center Materials Collection largely to the Title II grant. Only 26 percent attributed changes in Pupil Behavior to the Title II grant.

Although more than one-third of the teachers answered "Don't know" to four of the five summary questions, over one-third also answered to a great extent to four. Only 26.6 percent attributed changes in Pupil Behavior to the Title II special-purpose grant to a great extent. More than half attributed the changes in Media Center Materials Collection largely to the grant.

The principal and the media specialist at Hemet High School were also interviewed using the same questions as were used with the teachers. The principal felt that change had occurred to a great extent for 22 of the 29 items. He reported limited change for four items, as follows:

- The acquisition of increased materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- Students have been motivated to use audiovisual materials from the media center to complete assignments. (D-3)

- The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (D-4)
- Student use of media center materials for noncurricular purposes has increased. (D-5)

The media specialist felt that change had occurred to a great extent for 23 of the 29 items. She reported limited change for 6 items, as follows, all in the area of Pupil Behavior except the last:

- Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3)
- The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (D-4)
- Student use of media center materials for noncurricular purposes has increased. (D-5)
- Students who seldom used the media center before have been attracted by the new materials. (D-6)
- Students have been motivated to improve their skills in how to use materials and the media center. (D-7)
- The collection of professional materials for teachers has been strengthened. (E-4)

Asked to what extent the changes in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collections could be attributed to the Title II special-purpose grant, both the media specialist and principal answered to a great extent in every case. The media specialist qualified her answer concerning pupil behavior by stating that the changes she observed could also be attributed to the new media center facilities.

The principal and media specialist agreed in reporting only limited change in pupil behavior regarding use of audiovisual materials to complete class assignments (D-3), influence of audiovisual materials on student interest in reading and study (D-4), and increased student use of all materials for noncurricular purposes (D-5). The teachers at Hemet also appear in general agreement with this report although many teachers marked these items "Don't know."

## Pupil Attitudes Toward Media Programs

Ninety-five, or 7 percent, of the Hemet High School pupils were interviewed about the media center program. The group included 57 girls and 38 boys in grades 9-12. Table K shows the number of boys and girls from each grade who were interviewed.

Asked what they like best about the media center, students most frequently cited three items:

- Good and varied selection of books and magazines (cited 29 times)
- Comfortable place for study (cited 15 times)
- Useful reference material available (cited 15 times).

The air-conditioning and comfortable furniture were mentioned 11 times; the listening room records and good organization (things easy to find and well arranged) were each mentioned five times. The quiet (attributed to carpeting) was mentioned by four students; the conference rooms and availability of a daily newspaper were each mentioned by three students. Two students liked the media center's being open "nearly all the time" and two other students referred to the ease with which they could borrow books. The typing room, the opportunity to buy paperback books in the media center, and the excellent heating of the media center were each mentioned by one pupil. Generally, students appeared to appreciate the comfort of their surroundings and the varied types of materials available to them. One student noted:

> It gives me a change to get away from the interruptions of my family when I use it at night which I feel is very good.

A 9th-grade boy commented:

> I hope we will get a bigger and better media center and get more information on different subjects. I think most of the students of Hemet High School do use the media center as much as possible.

Other typical comments from the students were:

> I feel that the tables and chairs are too close together. You can't study if the people at the table next to you are making noise. I think the media center ought to be enlarged.
>
> I find our media center very well equipped. It has a fine selection of books. The surroundings are quiet and peaceful. It is very attractive and appeals to a person who wants to study. The tapes and other audiovisual materials are very good and extremely well selected. The media staff is very well qualified to help the students.

Asked what they liked least about the media center, students again showed keen concern for atmosphere and surroundings. The three items most frequently cited as like least were:

- Crowded conditions, with not enough tables and chairs
- Too noisy
- Professional staff unable to give sufficient assistance to students.

Thus, students are aware that 5,400 square feet falls short of the space actually needed for a student body of this size. The crowded conditions, of course, create noise.

Seventeen students referred to the inadequacy of the media center book and periodical collection. Ten students commented on a shortage of fiction, while others specifically stated that more reference books, sports books, and historical novels were needed. A senior girl commented on censorship by the school administration: "Books that the administration thinks questionable are removed." Several students showed interest in the types of materials, two stating that the selection of books was geared more toward male than female interests. One student commented:

> Many of the books are or seem to be below our level of understanding. I think the media center could use some better books for "pleasure reading." The best books are in the paperback category and you have to buy them.

Seven students were concerned with accessibility of materials. Three commented on the pass system requiring students to check in when entering. One student noted that reference books could not be borrowed (apparently unaware that most reference books can be borrowed), another asked for better labeling of shelving, and two stated that students were not allowed enough time in the media center. One student commented on the general inaccessibility of the conference rooms, because they were always full. Another student advised that more should be done to teach students to use everything in the media center, e.g., the Readers' Guide. One student noted: "I think we have a good library and I have no complaints."

The items reported as liked least did not appear to deter the students from using the media center (Table L). Over two-thirds (69.4 percent) stated that the pupils at Hemet appeared to be using the library more. Asked why, the same students cited the following reasons, many giving two or more:

| | Number of Times Cited |
|---|---|
| • It is more attractive. | 42 |
| • It has more books and materials. | 61 |
| • It is necessary for school work. | 44 |
| • The media specialist is helpful. | 9 |
| • It has audiovisual materials. | 14 |
| • Students like to use the audiovisual equipment. | 10 |
| • It has typewriters. | 3 |

When asked about their own use of the media center, 62 percent of the students reported that they now used the media center more. Students cited their individual reasons for using the media center more, as follows:

| | Number of Times Cited |
|---|---|
| • It is more attractive. | 23 |
| • It has more books and materials. | 42 |
| • It is necessary for school work. | 45 |
| • The media specialist is helpful. | 3 |
| • It has audiovisual materials. | 4 |
| • I like to use the audiovisual equipment. | 2 |

Fourteen other items were reported as reasons for increased use. Five students said that the media center was more quiet, modern, and comfortable. Three students liked to use the media center in the evening because it gave them an opportunity to go out and, as they put it--"a chance to get away from the interruptions of my family." The improved organization of the media center and the typing room were each referred to by two students. One student mentioned the conference room and one the periodical collection. The reasons given for their fellow students' making increased use of the media center are consistent with their own reasons. One student noted:

> I just moved to this school district last year. My old school had a media center which was just like the one here used to be. I hardly ever used it because its facilities weren't good. When I got a look at the media center here, I nearly flipped. Nicer, modern, and I couldn't believe the facilities--a typing room, listening room, two conference rooms, and books of all kinds. I enjoy it so I use it when I can. The media staff is helpful too. They take time to help you where others don't.

## Value of Demonstration Program for Visitors

At Hemet High School interviews were conducted with 14 visitors, including a county school library consultant, a library school professor, a county school superintendent, a school board member, two school district administrative assistants, a school counselor, two school district instructional materials directors, and five school librarians. The majority of visitors had learned about the demonstration project through professional meetings, although three mentioned State department of education bulletins and newspaper publicity.

Visitors responded to 17 items concerning their observations in the demonstration school of certain activities, attitudes, or facilities. At least half of the visitors indicated observing to a great extent the following nine items:

Utilization of Materials

- Use of instructional materials in individualized study programs
- Use of instructional materials in classrooms
- Program of teaching study skills and use of instructional materials and media center

School and Community Attitudes

- Cooperation between media staff and some classroom teachers
- Administrator's support of media center program

Facilities and Accessibility

- Facilities for independent use of audiovisual materials
- Extended hours of media center openings (beyond schoolday, evenings, and weekends)
- Liberal loan regulations for media center materials
- Efficient procedures for purchasing, processing, and organizing media center materials.

Although a few visitors responded "Don't know" to all items, 10 were not observed at all by some. Two reported seeing no evidence of:

- Flexible methods of scheduling student use of media center
- Media staff participation in team teaching
- Cooperation between media staff and teachers
- Teacher support of media center program
- Community interest in media center program.

At least one visitor reported observing no evidence of:

- Use of instructional materials in individual study programs
- Student use of research tools and techniques in completing assignments

- Use of instructional materials in classrooms
- Teacher use of media center
- Liberal loan regulations for media center materials.

In summarizing their reactions to the media center program, a majority of the visitors reported that the visit had increased their understanding of media center programs in education and that the Hemet demonstration program was contributing extensively to the instructional program.

Part C of the questionnaire asked visitors what changes had occurred in their own school media program since their visit to the demonstration program. This section was aimed at collecting data to indicate whether demonstration programs contribute substantially to improving school media programs on a State and national basis.

Several visitors to the Hemet program did not answer Part C because they were not in a position to effect changes in local school media programs. Others noted that the short time between their visiting Hemet and being interviewed prevented giving meaningful responses.

Only eight of the 14 visitors responded to Part C, which included items regarding changes in personnel and facilities, use of materials, and administration of school media centers. Over half of the respondents indicated that, since their visit to Hemet, changes had been made in school media program to a great extent for four items:

- Improvement of media center programs
- Additions or improvements to media center independent study facilities
- Making audiovisual materials available for pupil use in school media centers
- Making audiovisual materials available for pupil use at home.

At least half of the respondents indicated that no changes had occurred for two items:

- Additional professional positions established for media personnel at system level
- Media center services made available beyond school day.

Visitors were also asked the extent to which they attributed changes in personnel and facilities, in use of materials, and in the administration of their own media programs to their visits to the media center. On the whole, the visitors felt that they could not attribute these changes to their visit to Hemet, or, if so, only in a very limited way. Several visitors felt that any changes in these areas in their own schools were influenced by many factors, their visit to a Title II demonstration program being only one.

Visitors indicated that they had influenced changes in personnel, facilities, and use of materials; however, they were not so willing to admit influencing changes in improved funding, purchasing and processing procedures, and increased community support. One visitor's comment is typical:

> The best improvements are made after the observation of exemplary facilities--which serve as excellent guidelines; however, it is necessary for others besides librarians to

> visit these exemplary media centers--principals, superintendents, school board members, and parents. This is because the money necessary to provide media centers comes from the support of these individuals.

## Summary

The special-purpose grant made to Hemet High School under ESEA Title II was aimed at enriching the media collection to support the instructional program. Two specific objectives were to provide adequate resource materials for each academic discipline and to correlate these materials so that an integrated program results. Over 53 percent of the teachers interviewed indicated that the collection of printed and audiovisual materials in their teaching fields had been strengthened. Fifty-one percent said that the acquisition of more materials had contributed extensively to increased use of research tools and techniques in instruction.

Visitors said they observed good use of materials, and favorable school and community attitudes in their own school media programs since their visits to Hemet. However, these changes cannot be entirely attributed to the influence of their visit. While a number of visitors felt they were not in a position to change local school media programs, they indicated that reports on their visit should be made to principals, superintendents, school board members, and parents who were more able to influence change.

Expenditures for instructional materials at Hemet in 1967 amounted to about $39 per pupil. The Federal contribution to the media program over a 3-year period under ESEA Titles I and II was $65,580, an average yearly contribution of about $15 per pupil for instructional materials.

Solid progress was made at Hemet to improve collection of materials through local, State, and Federal efforts, with a new facility provided through local funds. The pupils, teachers, principal, and media specialist are aware of the changes and of the improvements in instructional techniques and processes. Their increased expectation for materials and services has made them want more.

# IX. HIGHLAND PARK HIGH SCHOOL
## TOPEKA, KANSAS

### Community Setting

The capital of Kansas, Topeka has a population of 150,000 and a wide variety of businesses and industries, including a tire and rubber company and a cellophane plant. The business district is involved in an urban renewal program to revitalize a 37-block area.

The well-known Menninger Foundation, a nonprofit psychiatric center for professional education, research, treatment, and prevention of mental illness, is located in Topeka. The Menninger Foundation, the Topeka State Hospital, and the Veterans Administration Hospital, specializing in mental illness, make Topeka one of the country's leading psychiatric centers.

Washburn University is recognized for its schools of law and business. Forbes Air Force Base is vital to the economy, employing approximately 13,000 persons.

### School Setting

Over 25,000 students are enrolled in the Topeka Public Schools, Unified School District No. 501 (Table A). There are 34 elementary schools, 11 junior high schools, three senior high schools, and an area vocational-technical school. The media services offered by district level media personnel (Table B) to school media programs are shown in Tables C and D.

Highland Park High School (grades 10-12) officially became a part of the Topeka Public School System in 1959. The average daily membership in October 1967 was 1,300. To encourage closer relationships between teachers and students, the student population is divided into three schools, each with a principal or director, an administrative head, and a counselor to work closely with the administrator. The faculty includes 67 classroom teachers. The services of supervisors in industrial arts, health occupations, music, mathematics, language arts, social studies, art, science, health and physical education, and home economics are available on request. Courses are offered in language arts, mathematics, social studies, science, a 3-year sequence in Spanish and French, business education, art, music, home economics, industrial arts, vocational agriculture, and auto mechanics.

During the junior and senior years, students are encouraged to consider taking some courses at the Area Vocational-Technical School which offers machine shop, electricity, radio and television, photography, and welding. A semester course for licensed practical nursing is offered to seniors who have completed all required courses and seven semesters of high school. An independent study program limited to members of the junior and senior classes provides opportunity for individual students to pursue an area of special interest. Participants are selected on the basis of a project proposal, academic potential, the relationship of the proposal to other course selections and work load, and the student's previously demonstrated scholastic ability, initiative and responsibility, self-control, perseverance, and dependability.

## School Media Program

The media center is located on the main floor of the building in the south wing. The facility consists of a reading room, reference room, listening and viewing area, workroom, office area, and a small teachers' library (Table I). The total facility is 70 feet by 45 feet and seats approximately 100 persons. A stereo provides soft background music and decorator pillows are available for students browsing or playing curriculum-oriented games in the lounge area. A social studies center located in the library wing was to open in September 1968. The 1967-68 Highland Park High School Student Handbook contains the following section on the media center:

> A well-equipped learning center possessing over 15,000 books and special collections of filmstrips, disc and tape recordings, and art prints is available for student and faculty use. Two fully qualified librarians, a clerk, and 50 student librarians are on duty and ready to be of service. The library welcomes anyone who wishes to use the facilities and materials for study, recreational reading, or browsing.
>
> 1. Hours: 7:30 a.m. - 5:00 p.m. daily except Saturday and Sunday all year.
> 2. Students may check out as many books as they wish and need.
> 3. Reserve books, reference books, pamphlets, periodicals, and audiovisual materials may be checked out after school for overnight use and are due back by 8:25 the following morning. 25¢ fines will be given to those who do not return these materials by 8:25 a.m.
> 4. Art prints may be checked out for one month for the students' rooms at home.
> 5. To check out a book, sign your first and last names in a legible manner.

6. Watch the date that books are due. Fines accumulate at the rate of 10¢ per week plus 5¢ for the fine slip. After three notices, the book is considered lost and you are charged with the cost of the book.

7. KNOW WHAT YOU ARE TALKING ABOUT...READ!

Table F shows the number and types of instructional materials available in the Highland Park High School media center. The holdings increased from 10,955 in 1965-66 to 15,495 in 1966-67. Basic principles guiding the selection materials are:

1. Books and other reading matter shall be chosen for values of interest and enlightenment of all the students of our community. A book shall not be excluded because of race, nationality, or the political or religious views of the author.

2. There shall be the fullest practical provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority shall not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

The statement of principles outlines a procedure for handling criticism of items in the media collection. Criticisms are to be submitted in writing to the school principal and the Board of Education. The principal then appoints a faculty committee to consider the problem; the book or material involved is withdrawn from the collection until the committee reaches a decision. Appeals may be made through the principal to the Board of Education for a final decision.

The media center is staffed by two full-time media specialists and a media aide (Table H). Services provided by the media specialists to students and teachers are shown in Table J. The media staff had gained the confidence of the teaching staff through a willing spirit of service and initiative in offering media services in curricular and extracurricular projects.

One of the many outstanding services is the preparation of special bibliographies. A current inventory lists 42 on file. An interesting example is a list for thematic book reviews which couples books with similar themes and suggests questions concerning the theme. A bibliography on "The City in Fiction" lists 45 titles including such authors as Jane Austen, Isaac Asimov, James Baldwin, Upton Sinclair, Carl Sandburg, and Charles Dickens. Another bibliography about employment opportunities and advice to career women is entitled "For Women with More Exciting Things To Do Than Scrub Floors."

Another popular service is a collection of 350 large art prints available for home loan. Chosen from a catalog by teachers and students, the prints represent many styles of painting--from Rembrandt to Picasso--and include a good selection of Japanese art. They are mounted on mat boards with hooks on the back and sprayed with a washable, invisible coating. This service was begun in September 1967 and since that time 80 percent of the collection has circulated almost constantly. Students and teachers use them at home; teachers borrow them for classroom use. Families have become so attached to some prints that they have ordered copies for themselves. An outgrowth of this service is a plan to circulate pieces of sculpture and house plants. The latter collection is being developed by a young biology teacher.

Table G shows the numbers and types of audiovisual equipment available in classrooms and in the media center. The students are told: "If you can carry it out the door, you can check it out. We'll check out everything but the card catalog and the librarians." The book circulation has risen from 7,588 in the first semester of 1963-64 to 20,757 in the first semester of 1967-68. During the same period, circulation of audiovisual materials increased from 298 to 4,363.

The Highland Park High School media center has also issued to all teachers a publication on the use of library resources and services for teachers of all subjects. The following quotations offer examples of suggestions of the media staff to teachers:

> Art--Students might be encouraged to browse through a selection of mathematics books to develop the concept of the basic dependence of art on mathematical forms. An original art project could then come from each student based on his experiences with the mathematics books.
>
> Business Education--Facility in using manuals of business writing is essential to a business student. The library staff would be happy to give instruction in the use of handbooks that answer questions of grammar, style, usage, spelling, vocabulary, and form. Worksheets with exercises that train student proficiency in the practical use of these manuals would prove useful. The library staff would be happy to assist in the preparation of these exercises.
>
> Driver Education--"A Bit of a Shocker"--The class will come to the library to do some background reading about accidents. The library staff will be happy to make a short presentation to start the lesson by reading Karl Shapiro's "Auto Wrecks." Students will then browse through the magazine articles (placed on the tables beforehand by library staff) and select one or two to read and write a short contents paragraph. The library staff can also make available for each student copies of Travelers Insurance Company's booklet, "Was It Sudden?"

Foreign Language--The writing and decorating of menus in foreign languages provide excellent motivation for the use of foreign language dictionaries and foreign cookery books. The decorated menus are attractive for room display. Preparation of these should be done in the library where materials are close at hand.

Home Economics--One of the best approaches to problems of family life is through guided reading in which situations akin to those of the student are, in fictional form, met and analyzed. Among these problems are finance, clothing, social relationships, and pressing questions of sex, marriage, and divorce as they affect young people. In these areas, fiction books serve as silent monitors, not to be sidetracked by preaching or moralizing; they frequently are more effective than text or lecture. Classes could be brought to the library to hear book talks by the library staff about realistic modern tales of family life. Students could then browse, select, and discuss.

Science--The discussion of the difficulty of keeping books up-to-date in this rapidly changing field and the necessity for using current materials is an excellent opportunity for introducing current sources of information, such as newspapers, magazines, pamphlets, yearbooks, and paperbacks. Students might analyze popular magazine articles to find some of the common errors: conclusions from insufficient evidence, over-generalizations and simplifications, prejudice and bias, factual inaccuracies, and exploitations of current fads and interests.

## Special-Purpose Grant Project

Highland Park High School received a special-purpose grant under ESEA Title II in fiscal year 1966 and again in fiscal year 1968. Table 11 shows the amount of Federal funds expended in 3 fiscal years for the media program under ESEA Titles I and II. A significant amount under NDEA Title III was also expended for materials which were processed and made available through the media center; however, exact figures were not available. The total reported Federal contribution to support the school media program for 3 fiscal years was $87,316, of which ESEA Title II provided about 36 percent.

Table 11. Federal Funds Expended for Highland Park High School Program for Three Fiscal Years

| Federal Program<br>1 | Personnel<br>2 | Remodeling<br>3 | Instructional Materials<br>4 | Equipment<br>5 | Total<br>6 |
|---|---|---|---|---|---|
| ESEA I | | | | | |
| 1966 | $3,450 | $15,042 | - | $16,882 | $35,374 |
| 1967 | 6,200 | - | - | - | 6,200 |
| 1968 | 6,600 | 550* | - | 6,750* | 13,900 |
| ESEA II | | | | | |
| 1966 | - | - | $21,200 | - | $21,200 |
| 1967 | - | - | 4,203 | - | 4,203 |
| 1968 | - | - | 6,4[illegible]9 | - | 6,439 |
| TOTAL | $16,250 | $15,592 | $31,842 | $23,632 | $87,316 |

* Estimates.

The objectives of the special-purpose grant project at Highland Park were:

(1) To provide quality collections of all kinds of print and non-print material as active forces in a curriculum which serves all student ability levels;

(2) To develop an individualized approach;

(3) To create a desire for "finer" aspects of the culture;

(4) To create an atmosphere for "fun" in learning.

A number of activities have been undertaken to achieve these objectives. An intensive inservice training program was developed to involve teachers in the use of media, especially in a multimedia approach. In fiscal year 1968, the second special-purpose grant under ESEA Title II assisted in the development of a social studies resource center to support an experimental inquiry approach to a social studies core program emphasizing American history, economics, and contemporary problems. The project is intended to demonstrate that a concentration of quality materials makes a real difference in improving learning and instruction.

No changes were made in personnel or school district services for media programs following the Title II special-purpose grant; however, consultant services on school media programs for teachers and school principals have been provided for the first time, as has inservice training for all school personnel. These new services are attributed by the Highland Park media personnel to the Title II special-purpose grant to a limited extent.

Through ESEA Title I funds and local effort, an additional media specialist and media aide have been employed since the initiation of the

Title II special-purpose grant. The physical environment of the media center was improved to provide additional space and add individual listening and viewing stations and group listening stations. Facilities for a media production laboratory were also provided for the first time. The improved facilities, added staff, and increased materials made it possible to lengthen service hours, provide service in the summer, and lengthen the loan period for materials.

Federal funds provided some new types of audiovisual materials not previously available at Highland Park, e.g., 8mm. films, tape recordings, art and study prints, transparencies, educational games, and sculpture. Audiovisual materials and equipment are now available for home use and an interlibrary loan service with other school media centers has been established. Professional staff now participate in such instructional activities as departmental meetings, orientation of new teachers, and classroom book discussions.

## Faculty Attitudes Toward Media Programs

Fifty-five, or 80 percent, of the classroom teachers at Highland Park High School were interviewed concerning changes occurring since additional instructional materials became available in the school. The 29 questions were grouped into five areas--Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and the Media Center Materials Collection. Participating teachers included 12 English and reading teachers; seven business education teachers; six social studies teachers; six science teachers;

five physical education and health teachers, four home economics teachers; three driver education teachers; two teachers each in mathematics, industrial arts, art, and music; one teacher each in foreign languages, agriculture, and special education; and one counselor.

The teachers were asked the extent to which they believed changes had occurred since the quantity of instructional materials was increased at Highland Park. Table 10 shows teacher responses. Over 75 percent of the teachers felt that changes had occurred to a great extent for the 14 items shown below.

Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available, by 75 Percent or More of the Highland Park High School Teachers (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | There is more cooperation between media staff and most classroom teachers. (C-5)* | 94.5 |
| 2. | School administrators have become more aware of the school media program. (C-6) | 90.0 |
| 3. | The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3) | 89.0 |
| 3. | Teacher interest in selecting new materials for the media center has increased. (C-4) | 89.0 |
| 4. | Teacher interest in using materials in classroom instruction has increased. (B-1) | 87.2 |
| 4. | The collection of printed materials in my teaching field has been strengthened. (E-1) | 87.2 |
| 4. | The collection of professional materials for teachers has been strengthened. (E-4) | 87.2 |

---

* The letters and numbers following each item refer to the number of each item on the interview guide and in Table 10.

| Rank | Item | Percent |
|---|---|---|
| 4. | The new materials allow for the varying abilities of pupils expected to use them. (E-5) | 87.2 |
| 5. | The lending of special collections of materials from the media center to classrooms has increased. (B-4) | 80. |
| 5. | Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3) | 80. |
| 5. | The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (D-4) | 80. |
| 6. | The acquisition of more materials has stimulated school and community interest in the school media center. (C-1) | 78.1 |
| 6. | Students have been motivated to improve their skill in how to use materials and the media center. (D-7) | 78.1 |
| 7. | Students have been motivated to use printed materials from the media center to complete class assignments. (D-2) | 76.3 |

Rankings show the overwhelmingly favorable response of the Highland Park High School teachers to the media program. For only one item did fewer than 50 percent of the teachers report change to a great extent. Only 40 percent of the teachers felt that the increased materials have contributed extensively to changes in curriculum content (A-6); however, almost 51 percent reported observing limited change in curriculum content because of the new materials. A very few teachers (one or two in each case) reported no change at all for 11 of the 29 items. More than 15 percent of the teachers answered "Don't know" to these four items:

- School media specialists have become more involved in the instructional program. (A-7)
- The use of audiovisual materials in classroom instruction has increased. (B-2)

- Parents have become more aware of the school media program. (C-2)

- School board members have become more aware of the school media program. (C-3)

On the whole the teachers at Highland Park High School responded most favorably to all of the items, indicating that the objectives of the special-purpose grant program were being achieved. One English teacher commented:

> I feel Title II money has been well spent in our library. I believe our students are better prepared both for more education and better jobs because they have been exposed to this influx of new materials. I cannot say enough about this program. This investment is one which this area will reap benefits from for many years. Thank you for the opportunity to put good materials in the hands of our students. This has opened their eyes and their minds.

The teachers at Highland Park were very complimentary of the efforts of their outstanding head media specialist; well over half of them commented on his work during the interviews.

Some typical comments were:

> The role of an excellent librarian is not to be overlooked in this survey of the success of the program. (science teacher)

> The materials are great but would contribute very little to our school without the good librarian we have. (social studies teacher)

> Our librarian would be highly involved in curriculum and instruction even if he only had a hole in the wall with a thousand books. (biology teacher)

> All of these changes have been effected partly due to the special-purpose grant. Much of the library's success and effectiveness is due, however, to the librarian who knows how to use the materials and helps us to use them. His enthusiasm has rubbed off on teachers, students, school administrators, and has even sparked community interest. (French and Spanish teacher)

> I have been in this school for 12 years. Since our librarian came, the library has grown by leaps and bounds not only in the materials but also the increased use of the facilities by both students and teachers. (business education teacher)

> Our librarian has been of great help to me and my students by making us aware of all the material that is available in the library and by taking a great deal of his time to instruct the students in the use of the material. As a second-year teacher, I have found his suggestions, advice and aid very beneficial, enabling me to use the library materials extensively. (English and drama teacher)

The principal and media specialist at Highland Park were interviewed, using the same series of questions. The principal felt that change had occurred to a great extent for all 29 items. He stated:

> As I completed this report, I have been self-conscious about the extremely optimistic reactions. They are as honest as I can respond. The atmosphere in the school has changed and is still changing in a dramatic way. We need more room. There is no ceiling to what could be done in many areas if more room and personnel were available.

Of the two media specialists at Highland Park, one reported change to a great extent for 25 of the 29 items. Limited change was reported for these four items:

- Increased materials have contributed to the individualization of instruction. (A-2)
- The new materials have contributed to changes in curriculum content. (A-6)
- School media specialists have become more involved in the instructional program.
- Student use of media center materials for noncurricular purposes has increased. (D-5)

The other media specialist reported extensive change for 24 items and limited change for the following five items:

- The acquisition of increased materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3)
- School media specialists have become more involved in the instructional program. (A-7)

- The lending of special collections of materials from the media center to classrooms has increased. (B-4)
- Students have been motivated to use printed materials from the media center to complete class assignments. (D-2)
- The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3)

The specialists' report of limited change in their own involvement in the instructional program was not supported by the teachers (A-7). More than half of the teachers reported extensive involvement of the professional media staff in instruction, and almost 95 percent reported extensive cooperation between the media staff and teachers (C-5). Of course, two media specialists for an enrollment of 1,300 students is not sufficient to serve pupil and teacher needs.

Asked about changes in Curriculum and Instruction, Utilization of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection, both media specialists and the principal answered that in every case changes could to a great extent be attributed to the Title II special-purpose grant.

### Pupil Attitudes Toward Media Programs

Ninety-four, or about 7 percent, of the Highland Park High School students were interviewed about the media program in their school. The group included 44 boys and 50 girls, grades 10-12. Table K shows the number of boys and girls participating from each grade. Students were asked what they liked best about the media center and most frequently mentioned:

- Wide diversity of reference material (cited 75 times)
- Attractive and comfortable place for study (cited 27 times)
- Air-conditioning (cited 14 times)
- Stereo music provided as background (cited 8 times).

The carpeting was cited by five students as best liked and the media specialist by four students. Four students also referred to the accessibility of materials. The remaining items, each mentioned as liked best by one student, were the freedom to work independently, the lounge area for relaxing, the opportunity to borrow art prints, magazines, and the educational games.

Asked what they liked least about the school media center, the students most frequently mentioned the lack of space. The crowded condition of the center was mentioned by 42 of the 94 students interviewed. The media center reported an average of 150 students in the center every hour; however, there were only 95 chairs. Six students said they liked least the "absolutely no talking rule." Fifteen students were critical of the materials and equipment provided, mentioning specifically a lack of current (after 1960) materials and an insufficient number of microfilm readers and record players. One student said that the filmstrips seemed to be aimed at a low intelligence level and another student stated that certain periodicals he needed were not kept on file. Other items mentioned as liked least by at least one student were the lack of conference rooms, inefficient student helpers, regulation on use of the media center during lunch hour, fines for overdue materials, games, and lack of time for using the center. Despite these criticisms, 15 students said that they could think of nothing that they really liked least.

The items mentioned as liked least were apparently not important enough to prevent students from using the media center. Almost 91 percent of the students interviewed stated that other students appeared to be using the media center more. Only one student felt that students used the media center less, and four felt that use of the media center had remained about the same. Four students answered "Don't know" to the question. Reasons given for increased use were:

| | Number of Times Cited |
|---|---|
| . It has more books and materials. | 40 |
| . It is necessary for school work | 24 |
| . The media specialist is helpful. | 17 |
| . It is more attractive. | 16 |
| . It has audiovisual materials. | 16 |
| . Students like to use the audiovisual equipment. | 8 |
| . There is music in the background. | 1 |
| . It's a pleasant atmosphere for study. | 1 |

More than 86 percent of the students reported that they, as individuals, used the media center more. Almost 12 percent said that their use remained about the same. Only two students reported decreased use of the media center. Reasons given for their own increased use of the media center were:

| | Number of Times Cited |
|---|---|
| . It has more books and materials. | 41 |
| . It is necessary for school work. | 32 |
| . The media specialist is helpful. | 17 |
| . It has audiovisual materials. | 13 |
| . It is more attractive. | 8 |
| . I like to use the audiovisual equipment. | 7 |
| . It's a quiet place to think. | 2 |

The students at Highland Park were generally very enthusiastic about the media center. One students told the interviewer, "All the seniors want to take the media center to college with them." Of those interviewed, four out of five made comments in addition to the items asked. Some typical comments were:

> I enjoy the media center very much. It's a place to go and study that is well-heated in the winter and cool in the summer.
>
> The students enjoy it as a place of tranquility and relaxation. Some students, however, get tired of it being so crowded almost all the time.
>
> It is a very attractive place and I'm proud to be a student at Highland Park High School and have the privilege of our media center. (11th-grade girl)
>
> The media center is useful because there are plenty of good sources for material. The atmosphere is cool and quiet and there are more assignments requiring use of the media center. The last reason is probably because when teachers saw all the improvements made, they gave more assignments which required use of the media center. (11th-grade boy)
>
> I enjoy using our media center more now because of the increased amount of reference materials, tapes, disc recordings, and all added aids that are helpful in fulfilling my school assignments. I like, also, to go in when I have spare time and enjoy the games, records, and a good book, of which there are many. I also like the help from the media specialists. They seem to

know where everything is and if they don't, they will look until they find it. The media center is also great on a hot Kansas day, for it is air-conditioned. (11th-grade boy)

Ever since our media center was given the grant, I have spent more and more time there. In study period, if I have no assignment in particular to work on, I go to the media center. It not only offers unlimited knowledge through its vast array of books, but it also offers enjoyment through records, films, games, and a generally relaxed atmosphere. (12th-grade girl)

I think the government spent its money well when they developed the demonstration media center. I'm glad ours was chosen to be one. I only wish I was going to be around longer to see it change even more. There are more people in there now, but that shows more people are using it. In fact, the teachers might be depending on it too much. I'm proud to say I went to school where we had the new media center. (12th-grade girl)

The expansion of the media center has offered us a greater variety of materials to select from for both enjoyment and study. Now when I work on a term paper or research report, I am not "forced" to spend a few weeks at the city library, nor am I confined to work outside of school. I can obtain adequate resources at the school's media center to write an "A" paper. My spare time can be spent working rather than staring out of a window waiting to go to the public library. (12th-grade boy)

One thing I like about the media center is the updated materials. One can find many references for each topic, whatever the subject may be. I like the way teachers have media center assignments to give students. It gives a student an opportunity to explore and search for information on his own. (10th-grade boy)

This media center is about the best I've ever seen. It was very hard for me to think of something I "liked least!" The media staff is very helpful. The place is so calm and comfortable I spend most of my time there. I didn't used to like to read but the media specialist has urged me to read and I have found many books I didn't even know existed. (10th-grade girl)

I like to work in the media center because it is a relaxing place to study. The surroundings are very pleasant and the background music is just what a media center needs. (10th-grade boy)

## Visitor Response

Although no interviews were conducted with visitors to Highland Park High School, visitor response to the media program has been excellent. From September 1966 through **May 1968 over 3,254 persons** visited the school. While the majority of visitors have come from Kansas, some have also come from other States, including the District of Columbia, Missouri, Oklahoma, Texas, Colorado, and Nebraska. These visitors represent a variety of backgrounds--media specialists, school board members, parents, architects, college students and teachers, representatives from the regional laboratories, and State legislators.

## Summary

The ESEA Title II special-purpose grant project at Highland Park High School has made excellent progress toward providing a quality media collection to serve as an active force in an instructional program emphasizing an individualized approach. Students have been stimulated and guided in their use of materials; they are finding increasing enjoyment and satisfaction in reading and study; and they have grown in critical judgment and appreciation. Of the teachers interviewed, over 89 percent felt that far more teachers were making class assignments that require the use of materials from the media center. Over 87 percent reported that the collection of printed materials in their teaching fields had been strengthened.

The students at Highland Park High School showed their enthusiasm for the media program, commenting favorably on the excellent collections and comfortable and attractive facilities. Of the students interviewed, more than 86 percent reported increased use. The majority of teachers at Highland Park have become very aware of the importance of the media program in the teaching of every subject, and the students showed every indication of rapidly becoming skillful and discriminating users of media.

The Federal contribution to the media program at Highland Park amounted to an average of about $28 per pupil for each of 3 years. Funds under ESEA Title I were expended for the personnel, remodeling, and equipment. Title II contributed $31,842 for materials.

The teachers and students at Highland Park recognized that their media center serves as a primary source of information--a source where the services needed to help them locate, evaluate, and use information are provided. Their standards for media personnel, materials collections, equipment, facilities, and services are high because they have learned to expect the best.

It is important to recognize that the effectiveness of the demonstration program at Highland Park cannot be attributed solely to increased financial expenditure. Additional funds have provided new materials, new equipment, a more attractive place for students and teachers to work with media, and more personnel to meet the increased demand for media services. Created in a school where teachers and administrators were receptive to the contributions that a media program and staff could make, these conditions have made it possible for Highland Park to do a much more effective job of improving educational opportunity.

## X. SUMMARY

The eight school media programs described in this report have contributed to the improvement of schools and school media programs in the Nation by demonstrating the role of the media center in instructional programs. Visiting school personnel and citizens are seeing the value of media programs in schools. In some instances, the media programs serve as experimental centers where new ideas in school media programs and services are being tested.

Since 1965, the eight schools described in this report have used $635,253 in Federal funds to develop their demonstration media programs. Sources of these funds were Titles I, II, and III of the Elementary and Secondary Education Act and Title III of the National Defense Education Act. Amounts derived from each Federal program in the eight schools are shown in Table 12.

For approximately 7,849 pupils in eight schools, the Federal contribution to the media programs over a 3-year period amounted to about $85 per pupil. In all, support under Title II ranked highest with a range from $5,228 at Lawsonville Avenue Elementary School to $58,810 at Hemet High School. The amount expended under Title I was $204,825. In the three schools receiving grants under ESEA Title III, a total of $171,857 was expended for media activities.

It is clear that the media programs in these schools could not have reached their present level without the additional Federal funds.

Table 12. Federal Funds Expended for School Media Programs, by School and Federal Program

| Schools | ESEA I | ESEA II | ESEA III | NDEA III | TOTAL |
|---|---|---|---|---|---|
| Eagle Drive | $ 33,504.00 | $ 40,500.00 | -- | $ 191.25 | $ 74,195.25 |
| Lawsonville Avenue | 83,236.52 | 5,228.93 | $ 10,595.85 | 37,145.04 | 136,206.34 |
| Prairie | -- | 26,658.00 | -- | 7,200.00 | 33,858.00 |
| Burnt Hills-Ballston Lake | -- | 43,815.00 | 89,162.00 | -- | 132,977.00 |
| Lexington | 2,006.03 | 21,619.32 | 72,099.97 | 9,395.48 | 105,120.80 |
| Michigan Avenue | 23,835.00 | 9,992.00 | -- | * | 33,827.00 |
| Hemet | 6,770.00 | 58,810.00 | -- | -- | 65,580.00 |
| Highland Park | 55,474.00 | 31,842.00 | -- | * | 87,316.00 |
| TOTAL | $204,825.55 | 238,465.25 | $171,857.82 | $ 53,931.52 | $669,080.14 |

* Not reported.

The figures in Table E show considerable State and local effort to provide materials. Without Federal funds, however, it might have taken many years of planning and constant effort for these schools to develop their present media programs. Coordination of two or more Federal programs with substantial local and State support enabled these schools within a relatively short time to acquire exemplary materials, facilities, equipment, and personnel. In turn, these demonstrations could lead to the development of programs in schools that have none, or the improvement of existing programs.

Combined with funds from other sources, the special-purpose grants under ESEA Title II both directly and indirectly stimulated a number of changes in the media programs of these eight schools.

- Employment of additional professional and clerical media personnel at the school district and building level
- Provision of new media services at the school district level, such as a school district media center, consultative services, inservice education, centralized processing, etc.
- Increased school district budgets for media programs
- Improved facilities for school media centers, including space and equipment for independent study, listening, and viewing
- Improved accessibility of materials and services
- Provision of kinds of materials not previously available, such as transparencies, art prints, slides, programed materials, educational games, sculpture
- Increased involvement of media staff in classroom instruction and other instructional activities
- Provision of facilities and equipment for the production of materials

Electronic information retrieval capabilities.

During the survey of the eight schools, 345 teachers and 673 students were interviewed about their school media programs. Although subjective, this approach elicited information from pupils and teachers that complements other more objective measures. A composite of teacher responses from all schools is shown in Table 13. Teachers rated the degree of change they observed in Curriculum and Instruction, **Utilization** of Materials (by teachers), School and Community Attitudes, Pupil Behavior, and Media Center Materials Collection since additional instructional materials were made available in the school. Except for items E-1 and E-2 (Table 13), these ratings are generalizations by teachers based on their observation of all teachers and pupils as well as their own experience.

**Shown on page 189 are items considered by teachers to have** changed to a great extent because of increased materials. Items ranked 1-10 show a highly favorable response concerning attitude of school administrators, school board members, and parents; teacher interest in selection and use of instructional materials, strengthening of media collections; loan of materials for classroom use; suitability of materials for students; contribution of the increased materials to student learning and achievement; and the individualization of instruction.

Table 13. Extent to Which Teachers in Eight Schools Observed Evidence of Change Since Additional Instructional Materials Were Made Available

| Item | To a Great Extent | To a Limited Extent | Not At All | Don't Know |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| A. Curriculum and Instruction | | | | |
| 1. Classroom units are being planned to use the new materials. | 58.3 | 34.9 | 1.9 | 4.8 |
| 2. Increased materials have contributed to the individualization of instruction. | 60.2 | 33.3 | .9 | 5.4 |
| 3. The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. | 58.3 | 29.4 | 4.4 | 7.6 |
| 4. The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. | 57.3 | 33.6 | .6 | 8.3 |
| 5. Increased materials made possible more class assignments that provide for the needs and abilities of individual students. | 58.0 | 32.3 | 2.8 | 6.7 |
| 6. The new materials have contributed to changes in curriculum content. | 35.5 | 44.2 | 8.0 | 12.1 |
| 7. School media specialists have become more involved in the instructional program. | 44.5 | 29.4 | 4.8 | 21.1 |

Table 13. Extent to Which Teachers in Eight Schools Observed Evidence of Change Since Additional Instructional Materials Were Made Available - Continued

| Item<br>1 | To a Great Extent<br>2 | To a Limited Extent<br>3 | Not At All<br>4 | Don't Know<br>5 |
|---|---|---|---|---|
| 8. The changes in curriculum and instruction can be attributed to the Title II special-purpose grant. | 55.4 | 22.0 | .9 | 21.4 |
| B. Utilization of Materials (by teachers) | | | | |
| 1. Teacher interest in using materials in classroom instruction has increased. | 75.6 | 19.2 | .9 | 5.1 |
| 2. The use of audiovisual materials in classroom instruction has increased. | 69.0 | 17.9 | 1.2 | 11.5 |
| 3. The number of teachers making class assignments that require the use of materials from the media center has increased. | 60.8 | 23.3 | .9 | 14.7 |
| 4. The lending of special collections of materials from the media center to classrooms has increased. | 64.7 | 22.4 | 1.2 | 11.5 |
| 5. The changes in utilization of materials (by teachers) can be attributed to the Title II special-purpose grant. | 65.7 | 13.7 | 0 | 20.1 |
| C. School and Community Attitudes | | | | |
| 1. The acquisition of more materials has stimulated school and community interest in the school media center. | 57.3 | 25.3 | .3 | 16.9 |
| 2. Parents have become more aware of the school media center program. | 60.5 | 17.3 | .9 | 21.1 |

Table 13. Extent to Which Teachers in Eight Schools Observed Evidence of Change Since Additional Instructional Materials Were Made Available - Continued

| Item | To a Great Extent | To a Limited Extent | Not At All | Don't Know |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 3. School board members have become more aware of the school media center program. | 63.4 | 7.0 | 1.2 | 28.2 |
| 4. Teacher interest in selecting new materials for the media center has increased. | 69.0 | 22.7 | .3 | 7.6 |
| 5. There is more cooperation between media staff and most classroom teachers. | 68.5 | 20.1 | 1.2 | 9.9 |
| 6. School administrators have become more aware of the school media program. | 76.9 | 9.2 | 0 | 13.7 |
| 7. The changes in school and community attitudes can be attributed to the Title II special-purpose grant. | 59.9 | 16.6 | 0 | 23.3 |
| D. Pupil Behavior | | | | |
| 1. The increase in materials has contributed to student learning and achievement. | 63.4 | 28.8 | 6 | 7.0 |
| 2. Students have been motivated to use printed materials from the media center to complete class assignments. | 51.6 | 37.5 | 3.8 | 7.0 |
| 3. Students have been motivated to use audiovisual materials from the media center to complete class assignments. | 57.6 | 29.8 | 4.8 | 7.6 |
| 4. The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. | 53.1 | 25.8 | 4.4 | 15.7 |

Table 13. Extent to Which Teachers in Eight Schools Observed Evidence of Change Since Additional Instructional Materials Were Made Available - Continued

| Item | To a Great Extent | To a Limited Extent | Not At All | Don't Know |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 5. Student use of media center materials for noncurricular purposes has increased. | 50.6 | 21.7 | 1.6 | 25.9 |
| 6. Students who seldom used the media center before have been attracted by the new materials. | 56.4 | 22.2 | 1.2 | 19.2 |
| 7. Students have been motivated to improve their skill in how to use materials and the media center. | 56.7 | 27.2 | 1.9 | 14.1 |
| 8. The changes in pupil behavior can be attributed to the Title II special-purpose grant. | 55.1 | 19.8 | 1.2 | 23.7 |
| E. Media Center Materials Collection | | | | |
| 1. The collection of printed materials in my teaching field has been strengthened. | 67.3 | 26.2 | 2.2 | 4.1 |
| 2. The collection of audiovisual materials in my teaching field has been strengthened. | 67.3 | 29.1 | .6 | 2.8 |
| 3. The collection of materials includes adequate and up-to-date information on educational and occupational guidance. | 41.9 | 24.3 | 1.2 | 32.3 |
| 4. The collection of professional materials for teachers has been strengthened. | 52.8 | 32.3 | 1.9 | 12.8 |
| 5. The new materials allow for the varying abilities of pupils expected to use them. | 64.7 | 26.2 | 1.2 | 7.6 |
| 6. The changes in media center materials collection can be attributed to the Title II special-purpose grant. | 69.5 | 12.8 | 0 | 17.6 |

Items Considered To Have Changed "To a Great Extent" Since Additional Instructional Materials Have Been Made Available, by the Teachers Interviewed (in Rank Order)

| Rank | Item | Percent |
|---|---|---|
| 1. | School administrators have become more aware of the school media program. (C-6)* | 76.9 |
| 2. | Teacher interest in using materials in classroom instruction has increased. (B-1) | 75.6 |
| 3. | The use of audiovisual materials in classroom instruction has increased. (B-2) | 69.0 |
| 3. | Teacher interest in selecting new materials for the media center has increased. (C-4) | 69.0 |
| 4. | There is more cooperation between media staff and most classroom teachers. (C-5) | 68.5 |
| 5. | The collection of printed materials in my teaching field has been strengthened. (E-1) | 67.3 |
| 5. | The collection of audiovisual materials in my teaching field has been strengthened. (E-2) | 67.3 |
| 6. | The lending of special collections of materials from the media center to classrooms has increased. (B-4) | 64.7 |
| 6. | The new materials allow for the varying abilities of pupils expected to use them. (E-5) | 64.7 |
| 7. | School board members have become more aware of the school media center program. (C-3) | 63.4 |
| 7. | The increase in materials has contributed to student learning and achievement. (D-1) | 63.4 |
| 8. | The number of teachers making class assignments that require the use of materials from the media center has increased. (B-3) | 60.8 |
| 9. | Parents have become more aware of the media center program. (C-2) | 60.5 |

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* The letters and numbers following each item refer to the section and number of each item in Table 13.

| Rank | Item | Percent |
|---|---|---|
| 10. | Increased materials have contributed to the individualization of instruction. (A-2) | 60.2 |
| 11. | Classroom units are being planned to use the new materials. (A-1) | 58.3 |
| 11. | The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study. (A-3) | 58.3 |
| 12. | Increased materials made possible more class assignments that provide for the needs and abilities of individual students. (A-5) | 58.0 |
| 13. | Students have been motivated to use audiovisual materials from the media center to complete class assignments. (D-3) | 57.6 |
| 14. | The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction. (A-4) | 57.3 |
| 14. | The acquisition of more materials has stimulated school and community interest in the school media center. (C-1) | 57.3 |
| 15. | Students have been motivated to improve their skills in how to use materials and the media center. (D-7) | 56.7 |
| 16. | Students who seldom used the media center before have been attracted by the new materials. (D-6) | 56.4 |
| 17. | The availability of audiovisual materials for independent use in the media center has increased student interest in reading and study. (D-4) | 53.1 |
| 18. | The collection of professional materials for teachers has been strengthened. (E-4) | 52.8 |
| 19. | Students have been motivated to use printed materials from the media center to complete class assignments. (D-2) | 51.6 |
| 20. | Student use of media center materials for non-curricular purposes has increased. (D-5) | 50.6 |

| Rank | Item | Percent |
|---|---|---|
| 21. | School media specialists have become more involved in the instructional program. (A-7) | 44.5 |
| 22. | The collection of materials includes adequate and up-to-date information on educational and occupational guidance. (E-3) | 41.9 |
| 23. | The new materials have contributed to changes in curriculum content. (A-6) | 35.5 |

Nearly 80 percent of the teachers reported increasing involvement, either extensive or limited, of media personnel in the instructional program (A-F). Almost 74 percent reported that the new materials had contributed, either extensively or in a limited way, to changes in curriculum content (A-6). Although item E-3 ranks next to last, over 32 percent of the teachers reported that they "did not know" whether the media center had adequate and up-to-date information on educational guidance. Guidance counselors might be better prepared to answer this question; however, only three were interviewed.

Teachers responded to five summary questions regarding observed change and the possible influence of the ESEA Title II special-purpose grant. A majority of teachers attributed changes in all five areas to the special-purpose grants (Table 13). The Title II grants appeared to have influenced changes in Media Center Materials Collection and Utilization of Materials (by teachers) somewhat more than in Curriculum and Instruction, Pupil Behavior, and School and Community Attitudes.

Responses of principals and media specialists were also generally favorable. For most of the items extensive change was reported by a majority of the principals. Five of the eight principals reported a limited change in the contribution of the new materials to curriculum content (A-6). Four principals reported only a limited increase in student use of media center materials for noncurricular purposes (D-5) and the addition of only a limited amount of up-to-date materials on educational and occupational guidance (E-3).

Four media specialists reported only limited change in their schools for these five items:

- Decreased reliance on one textbook (A-6)
- Contribution of new materials to changes in curriculum content (A-6)
- Loan of special collections to classrooms (B-4)
- Increased student use of media center materials for noncurricular purposes (D-5)
- Improvement of professional materials for teachers (E-4).

Teachers tended to agree with principals and media specialists concerning changes in curriculum content (A-6), students use of materials for noncurricular purposes (D-5), and the strengthening of professional collections (E-4). The teachers, however, reported observing a greater degree of change in loan of special collections to classrooms (B-4) and decreased reliance on one textbook (A-3).

Reports of school personnel on school and community attitudes toward the school media program are especially interesting. Principals and media specialists were almost unanimous in indicating that the new materials and equipment had stimulated the interest of parents, school board members, school administrators, teachers, and indeed the general school community in the school media program. A majority of teachers supported this view. Significantly, however, a fairly large number of teachers in each school felt that they were unable to say whether the interest of school board members and parents had increased.

All school personnel generally agreed that school administrators had become more aware of the school media program, although awareness probably should not be attributed entirely to the influence of Title II or other Federal funds. It seems likely that these schools were originally selected as demonstration schools partly because of an interested and alert administration. The flow of Federal funds into the school media program undoubtedly focused attention on media expenditures and fostered still more awareness and pride as the program grew and became more diversified.

The insights of students into many aspects of school life are significant because of their increasing participation in school administration, curriculum design, and selection of materials. Responses of the 673 pupils interviewed in the eight schools were perceptive and offer a number of suggestions which may be useful in planning and developing school media programs.

In citing items "liked best" about their school media center, the students (over 50 percent) most frequently mentioned the good selection of books and other printed and audiovisual materials. Many students also commented that more materials were needed. The new materials made available through local, State, and Federal effort apparently prompted increased use of materials. Increased use brought need for more and better materials as students learned to analyze, evaluate, and interpret information.

The pleasant and comfortable atmosphere of their media center was referred to by over one-third of the students. Many students mentioned specific items contributing to their physical ease such as comfortable furniture, air-conditioning, and stereo background music. The students enjoyed their freedom to read, to look at projectuals, or listen to recordings in a relaxed and attractive atmosphere. At Burnt Hills-Ballston Lake Junior High School, the dial-access equipment, allowing students to retrieve materials electronically, was highly favored.

The atmosphere of the eight media centers was enhanced, so many students reported, by the accessibility of materials. In these centers, materials are arranged near carrels and other study areas and are freely loaned for classroom, laboratory, and home use. Students are thus surrounded by many kinds of materials. Loan regulations and opening hours are designed to permit students and teachers to use materials when and where they are needed.

Many students found it difficult to think of something they "liked least" about their media center. A large number who answered this question did so in order to cooperate with the interviewer and qualified their answers by saying that they used the media center often in spite of their criticisms.

In answering the question about items "liked least," the students voiced many of the same concerns as the school faculty. They referred repeatedly to the need for more materials; many students were quite specific about form, content, and variety. Their insight and awareness of their own needs for materials support the principle that students should be continuously encouraged to suggest new materials for the school media center, and to evaluate materials used in classroom work and for other purposes.

Students surveyed endorsed the physical environment of their media center. But over half were also critical of the facilities, saying that they were not large enough to accommodate enough students. The crowded conditions created noise, distracting students from their work. Using the media centers in these schools is a pleasurable as well as a profitable experience for students, and noise and crowded conditions result from increased use.

The third criticism most frequently cited by students concerned school policies and services which made it difficult to use the media center as frequently or effectively as they wished. A fairly large number of students said they did not have sufficient time to use the media center. Specific references were made to infrequent class visits to the center to work on special projects or assignments as an extension of classroom work. In a few cases, students also noted that attendance procedures prohibited quick and easy access to the media center from classrooms or study areas. Another frequently heard criticism was that the professional media staff had too little time to give students proper guidance in locating, evaluating, selecting, and using materials and resources for learning. In such schools where media staff are able and willing to assume roles of leadership and creative planning and teaching, it is particularly important for the staff to be large enough so that specialists can concentrate on professional services and activities. Student awareness of the need for additional media personnel is supported by teachers and administrators interviewed, most of whom felt that an increase in personnel was a need of high priority.

Student comments show that they experience ease and pleasure in using the media center and satisfaction in using its materials. These pleasant surroundings, however, cause them to set even higher standards for media center space, arrangements, lighting, furnishings, and temperature and sound control.

Over 80 percent of the students interviewed reported that they, as individuals, as well as their fellow students, seemed to be using the media center more. The most frequently cited reason for this increased use was the new books and other materials. The second most frequently cited reason was that use of the media center was necessary for school work, a factor indicative of the increased use teachers are making of materials other than textbooks in classroom instruction.

Another item ranking high as a reason for increased individual and group use of the media center was audiovisual materials. In all schools, some new types of audiovisual materials were added to the media center collection, including transparencies, slides, art and study prints, sculpture, 8mm. films, and educational games. In several schools audiovisual materials were not available for independent use by students nor for home loan prior to the ESEA Title II grant. The new liberal and flexible policies for circulating materials, the greater quantities of materials, and the motivation of class assignments undoubtedly account for the high interest in audiovisual materials.

The effort to obtain information from visitors to the demonstration programs was only partially successful. Forty-nine visitors to four schools reported their observations and the extent to which changes occurred in their own local school media center program following their visit. A majority of visitors reported observing:

- Use of instructional materials in individualized study programs
- Program of teaching study skills and use of instructional materials and media center
- School administrator's support of media program
- Cooperation between media staff and classroom teachers
- Student interest in media center program
- Facilities for independent use of audiovisual materials
- Flexible methods of scheduling pupils for use of media center
- Liberal loan regulations for media center materials
- Efficient procedures for purchasing, processing, and organizing media center materials.

Most of the visitors reported that their observations of the demonstration program had increased extensively their understanding of the role of media programs in education. They also felt that the demonstrations were making a sound contribution to the instructional programs of the schools.

The visitor interview guide also was intended to collect data that might indicate whether demonstration programs make a substantial contribution to improving school media programs throughout the Nation. Visitors were asked to report changes effected in their own local school media programs since their visits. In many cases, the time between the visit to the demonstration school and the interview was too short for meaningful responses.

Most of the respondents felt that media programs in their own schools had been improved since their visit to the demonstration school; however, specific instances were difficult to identify. A few visitors reported that media facilities had been improved and that audiovisual materials had been made more accessible. There was also some indication of increased funding for media programs and of improved purchasing, processing, and organizational procedures for media center materials.

In most cases, visitors appeared to have observed important activities which they obviously felt beneficial. Similar interviews conducted later with these visitors would reveal further changes, if any, in their own media programs.

## Conclusion

This survey has shown that the children and teachers, media specialists, and principals of these eight schools have an interest and pride in their school media program. Individuals interviewed feel that the media program is, indeed, contributing to the educational program of the school.

The media programs in these schools are not models in every respect. In several instances, the personnel, materials, facilities, and equipment are not sufficient to meet standards. The teachers, pupils, principals, and media specialists interviewed in these schools frequently commented on these inadequacies. In most instances, however, the schools included in this report are making rapid strides toward meeting standards and, more important, exceeding them. Indeed, as these schools have approached standards for media programs, the demand for media resources and services has increased. The materials, equipment, and facilities seemed more fascinating to students and teachers alike because they had the freedom to pursue individual interests, to discover, and to learn what is useful and important.

Media personnel in the demonstration schools are committed to participating actively in instruction and involving all facilities, materials, and services of the media program. Passive participation in instruction through simply organizing and providing materials was not characteristic of these programs. The media specialists were involved, not just in the media program, but in the entire instructional program. This involvement made them acceptable members of the teaching team and valuable participants in the educational process.

# APPENDIX

## Section 1

## ESEA Title II

## Supplementary Tables on Eight School Districts and Eight Schools Receiving Special-Purpose Grants

Table A. Summary of Information on School Districts Included in the Eight Descriptive Case Studies

| School District | ADA or ADM (1) 1966 | ADA or ADM (1) 1967 | Grade Levels | Number School Units | Instruction Expenditure Per Pupil |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Patchogue-Medford | 6,906 | 7,276 | K-12 | 9 | $819.00 |
| Reidsville City | 4,757 | 4,843 | K-12 | 9 | 368.23 |
| Prairie | 2,020 | 2,061.6 | K-6 | 4 | 462.41 |
| Burnt Hills-Ballston Lake | 4,578 | 4,741 | K-12 | 6 | 636.79 (3) |
| Lexington City | 5,192 | 5,009 | 1-12 | 10 | 353.06 (4) |
| Coos Bay #9 | 6,019.2 | 6,017 | 1-12 | 17 | 680.01 |
| Hemet Unified | 3,226 | 4,463 | K-12 | 11 | (2) |
| Topeka Unified | 25,005 | (2) | K-12 | 49 | (2) |

(1) ADA = Average daily attendance.
ADM = Average daily membership.

(2) Not reported.

(3) School district and Federal funds.

(4) State and local funds only.

Table B. Number and Titles of School District Professional and Clerical Media Personnel, by School **District**

| School | Professional | | | Media Aide | | | Technician | | | Titles of Professional Personnel |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT * | PT ** | FTE *** | FT | PT | FTE | FT | PT | FTE | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Patchogue-Medford | 2 | 0 | 2 | 0 | 3 | 2 | 1 | 0 | 1 | Audiovisual Coordinator<br>Library Coordinator |
| Reidsville City | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | Director, Audiovisual Education |
| Prairie | 1 | 0 | 1 | 0 | 1 | $\frac{1}{2}$ | 0 | 0 | 0 | Audiovisual Coordinator |
| Burnt Hills-Ballston Lake | 2 | 0 | 2 | 1 | 2 | $1\frac{1}{2}$ | 0 | 0 | 0 | Chairman, Library Department<br>Cataloger |
| Lexington City | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | Audiovisual Coordinator |
| Coos Bay #9 | 0 | 0 | 0 | 0 | 1 | $\frac{1}{2}$ | 0 | 0 | 0 | ------ |
| Topeka Unified | 3 | 0 | 3 | 4 | 0 | 4 | 1 | 0 | 1 | Audiovisual Supervisor<br>Library Supervisor<br>Assistant Library Supervisor |
| Hemet Unified | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ------ |

* Full time.
** Part time.
*** Full-time equivalent.

Table C. Services Offered by District Level Media Personnel to School Media Programs, by School

| Services<br>1 | Eagle Drive<br>2 | Lawsonville Avenue<br>3 | Prairie<br>4 | Burnt Hills<br>5 | Lexington<br>6 | Michigan Avenue<br>7 | Hemet<br>8 | Highland Park<br>9 |
|---|---|---|---|---|---|---|---|---|
| (1) Consultant service to elementary school media staff | x | | x | x | x | | x | x |
| (2) Consultant service to secondary school media staff | x | | | x | x | | | x |
| (3) Consultant service to elementary school teachers | x | | x | x | x | | x | x |
| (4) Consultant service to secondary school teachers | x | | | x | x | | | x |
| (5) Consultant service to elementary school principals | x | | x | x | x | | x | x |
| (6) Consultant service to secondary school principals | x | | | x | x | | | x |
| (7) Consultant service to parents | x | | x | x | | | | x |
| (8) Inservice education for elementary school teachers | x | x | x | x | x | x | x | x |
| (9) Inservice education for secondary school teachers | x | x | | x | x | x | | x |
| (10) Inservice education for elementary school media staff | x | | x | x | x | | x | x |

| Services<br>1 | Eagle Drive<br>2 | Lawsonville Avenue<br>3 | Prairie<br>4 | Burnt Hills<br>5 | Lexington<br>6 | Michigan Avenue<br>7 | Hemet<br>8 | Highland Park<br>9 |
|---|---|---|---|---|---|---|---|---|
| (11) Inservice education for secondary school media staff | x |  |  | x | x |  |  | x |
| (12) Inservice education for elementary school principals | x |  | x | x | x | x | x | x |
| (13) Inservice education for secondary school principals | x |  |  | x |  | x |  | x |
| (14) Recruitment of school media staff | x |  | x | x | x | x |  | x |
| (15) Providing information on professional materials | x | x |  | x | x | x |  | x |
| (16) Providing information on printed instructional materials | x |  | x | x | x |  |  | x |
| (17) Providing information on audio-visual instructional materials | x | x | x | x | x |  |  | x |
| (18) Preparing publications | x |  | x | x | x |  |  | x |
| (19) Preparing special lists of instructional materials | x | x | x | x | x |  |  | x |
| (20) Maintaining professional media center | x |  | x | x |  | x | (2)<br>x |  |
| (21) Centralized ordering of printed instructional materials for elementary schools |  |  | x | x |  | x |  | x |

Table C. Services Offered by District Level Media Personnel to Individual School Media Programs, by School District - Continued

| Services | Eagle Drive | Lawsonville Avenue | Prairie | Burnt Hills | Lexington | Michigan Avenue | Hemet | Highland Park |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (22) Centralized ordering of audiovisual instructional materials for elementary schools | | x | x | x | | x | | x (1) |
| (23) Centralized ordering of printed instructional materials for secondary schools | | | | x | | x | | x (1) |
| (24) Centralized ordering of audiovisual instructional materials for secondary schools | | x | | x | | x | | |
| (25) Centralized processing of printed instructional materials for elementary schools | | | | x | | | | x (1) |
| (26) Centralized processing of audio-visual instructional materials for elementary schools | | x | | x | | | | x (1) |
| (27) Centralized processing of printed instructional materials for secondary schools | | | | x | | | | |
| (28) Centralized processing of audio-visual instructional materials for secondary schools | | x | | x | | | | |
| (29) Circulation of audiovisual equipment | | x | | x | x | | | x |

| Services<br>1 | Eagle Drive<br>2 | Lawsonville Avenue<br>3 | Prairie<br>4 | Burnt Hills<br>5 | Lexington<br>6 | Michigan Avenue<br>7 | Hemet<br>8 | Highland Park<br>9 |
|---|---|---|---|---|---|---|---|---|
| (30) Production of instructional materials | x | x | x | x | x | | | |
| (31) Repair of equipment | | x | | | x | | | x |
| Other Services (Please Specify) | | | | | | | | |
| (32) Interlibrary loan | x | | | x | | | | |
| (33) Demonstration services in schools | x | | | | | | | |
| (34) Speakers Bureau | x | | | | | | | |
| (35) Model Special Collection | x | | | | | | | |
| (36) District-wide inventory of audiovisual equipment | | x | | | | | | |

(1) Title II materials only .
(2) Elementary only .

Table D. Types of Materials Loaned from School District Media Centers to Individual Elementary and Secondary School Media Centers, by School*

| Type of Materials | Eagle Drive | | Lawsonville Avenue | | Prairie | | Burnt Hills-Ballston Lake | | Michigan Avenue | | Highland Park | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Books (other than textbooks) | x | x | | | | | x | x | | | | |
| Supplementary textbooks | x | x | | | | | x | x | x | x | | |
| Magazines | x | x | | | | | x | x | | | | |
| Newspapers | x | x | | | | | x | x | | | | |
| Pamphlets | x | x | | | | | x | x | | | | |
| Programed materials | x | x | | | | | x | x | x | x | | |
| 8mm. film | x | x | | | x | | x | x | | | x | x |
| 16mm. film | x | x | x | x | x | | x | x | x | x | x | x |
| Tape recordings | x | x | | | | | x | x | | | x | x |
| Disc recordings | x | x | | | x | | x | x | | | x | x |
| Slides | x | x | | | x | | x | x | x | x | x | x |
| Art prints | x | x | | | | | x | x | x | x | x | x |
| Study prints | x | x | | | | | x | x | x | x | x | x |

| Type of Materials | Eagle Drive | | Lawsonville Avenue | | Prairie | | Burnt Hills-Ballston Lake | | Michigan Avenue | | Highland Park | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. | Elem. | Sec. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Pictures | x | x | | | | | x | x | | | x | x |
| Other graphics | x | x | | | | | x | x | | | x | x |
| Globes | x | x | | | | | x | x | | | | |
| College catalogs | x | x | | | | | x | x | | | | |
| Microfilm | x | x | | | | | x | x | | | | |
| Transparencies | x | x | x | x | | | x | x | x | x | x | x |
| Transparency masters | x | x | x | x | x | | x | x | x | x | x | x |
| Realia | x | x | | | | | x | x | | | x | x |
| Art objects | x | x | | | x | | x | x | | | x | x |
| Video tape recordings | x | x | x | x | x | | x | x | | | | |
| Sound filmstrips | x | x | | | | | x | x | x | x | | |
| Kits | x | x | | | | | | | | | | |

* Lexington City Schools and Hemet Unified School District do not have a school district media center.

Table E. Summary Information on Individual Schools in the Eight Descriptive Case Studies

| Schools | Grade Levels | ADA or ADM as of Oct. 1968 | Number of Classroom Teachers | Instructional Materials Expenditures Per Pupil, 1967 | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Printed Materials | | AV Materials | | Total | |
| | | | | Local | State | Local | State | Local | State |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Eagle Drive | K-5 | 1158 | 43 | $ | $ | $ | $ | $ | $ |
| Lawsonville Avenue | K-6 | 435 | 17 | 3.20 | 2.67 | 1.21 | --- | (1) 4.41 | 2.67 |
| Prairie | K-6 | 658 | 27 | --- | --- | --- | --- | (4) 5.44 | .98 |
| Burnt Hills-Ballston Lake | 7-9 | 1150 | 69 | 10.82 | 25.25 | 1.80 | 4.51 | 12.62 | 29.46 |
| Lexington | 7-9 | 1223 | 48 | 2.75 | 3.00 | 1.00 | .25 | (3) 3.75 | 3.25 |
| Michigan Avenue | 5-8 | 511 | 27 | (2) | (2) | (2) | (2) | (2) | (2) |
| Hemet | 9-12 | 1414 | 58 | --- | --- | --- | --- | 38.71 | --- |
| Highland Park | 10-12 | 1300 | 67 | --- | --- | --- | --- | 18.12 | --- |

(1) An additional $100 was expended for professional materials.
(2) Not reported.
(3) An additional $250 was expended for professional materials.
(4) An additional $150 was expended for professional materials.

Table F. Number and Types of Instructional Materials Available in Media Centers, by School

| Type of Material | Eagle Drive | Lawsonville Avenue | Prairie | Burnt Hills | Lexington | Michigan Avenue | Hemet | Highland Park |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| A. Printed Materials | | | | | | | | |
| (1) Books (other than textbooks) | 12,000 | 6,700 | 13,000 | 11,716 | 8,081 | 5,575 | 14,500 | 17,976 |
| (2) Reference books | 600 | Included in (1) | 1,409 | 734 | 828 | 534 | 775 | |
| (3) Magazines (total current subscriptions) | 50 | 61 | 20 | 98 | 52 | 106 | 150 | 131 |
| (4) Newspapers (total current subscriptions) | 1 | 1 | 3 | 4 | 2 | 7 | 9 | 40 |
| (5) Pamphlets | 500 | 250 | 142 | 1,200 | 1,326 | 600 | 10,325 | 14,000 |
| (6) Printed programed materials | 0 | 37 | 90 | 70 | 76 | | 89 | 21 |
| (7) Other (Please specify) Paperback books | | 385 | | | | Paper-backs 323 | | 542 |
| (8) Vertical file | | | 5 file drawers | 12 file drawers&Princeton files | | | | 25 file drawers |
| (9) Picture file | | | 2 file drawers | | | Professional 68 | | 68 sets |
| (10) Authors' and illustrators' exhibits | | | 1 file drawer | | | | | |
| (11) Large-print books | | | | | | | 11 | |

Table F. Number and Types of Instructional Materials Available in Media Centers, by School- Continued

| Type of Material<br>1 | Eagle Drive<br>2 | Lawsonville Avenue<br>3 | Prairie<br>4 | Burnt Hills<br>5 | Lexington<br>6 | Michigan Avenue<br>7 | Hemet<br>8 | Highland Park<br>9 |
|---|---|---|---|---|---|---|---|---|
| B. Audiovisual Materials | | | | | | | | |
| (1) 8mm. films (regular length) | | | | | | | | |
| (2) 8mm. films (single length) | | 92 | 102 | 156 | | 23 | 271 | 45 |
| (3) 16mm. films | | | 91 | 74 | 350 | | | |
| (4) Tape recordings | 5 | [illegible] | 37 | 527 | 115 | 36 | 77 | 281 |
| (5) Disc recordings | 304 | 1,568 | 70 | 378 | 1,004 | 122 | 580 | 1,160 |
| (6) Slides (individual items) | | 1,144 | 257 | 1,466 | 1,000 | | 1,211 | 400 |
| (7) Art prints | 30 | 250 | 276 | 39 | 302 | | 382 | 388 |
| (8) Study prints | 334 | 150 | 174 | 79 | | | 33 | 61 |
| (9) Pictures | | 50 | 35 | | | | 457 | |
| (10) Other graphics | | | | | | 20 | | |
| (11) Globes | | 19 | 32 | 8 | 14 | | 1 | 2 |
| (12) Catalogs (college) | | | | | 50 | | 219 | |

| Type of Material<br>1 | Eagle Drive<br>2 | Lawsonville Avenue<br>3 | Prairie<br>4 | Burnt Hills<br>5 | Lexington<br>6 | Michigan Avenue<br>7 | Hemet<br>8 | Highland Park<br>9 |
|---|---|---|---|---|---|---|---|---|
| B. Audiovisual Materials | | | | | | | | |
| (13) Microform | | | | | | | | |
| a. Microfilm (no. reels) | | | | 241 | 78 | | | 287 |
| b. Microcard (no. cards) | | | | | | | | |
| c. Microfiche (no. sheets) | | | | | | | | |
| (14) Transparencies | 48 sets | 444 | 140 | 2,655 | 1,162 | 1 | 2,236 | 90 sets |
| (15) Transparency masters | | 100 | 80 sets | 776 | 846 | 23 | 3 | |
| (16) Realia (number of physical items) | | 35 | 95 | | 4 | 1 set | | |
| (17) Art objects | | 20 | 13 | | | | | 13 |
| (18) Video tape recordings | | | | 75 | | | | |
| (19) Dial-access programs | | Wired for 4 programs | | 125 programs<br>500 tapes | | | | |
| a. School use only | | x | | x | | | | |
| b. Home use only | | | | | | | | |
| (20) Other (Please specify)<br>Maps | | | 53 | 3 | | | 13 | |

Table F. Number and Types of Instructional Materials Available in Media Centers, by School--**Continued**

| Type of Material<br>1 | Eagle Drive<br>2 | Lawsonville Avenue<br>3 | Prairie<br>4 | Burnt Hills<br>5 | Lexington<br>6 | Michigan Avenue<br>7 | Hemet<br>8 | Highland Park<br>9 |
|---|---|---|---|---|---|---|---|---|
| B. Audiovisual Materials | | | | | | | | |
| (21) Filmstrips | 132 | 49 | 630 | 1,479 | 1,452 | 458 | | 1,127 |
| (22) Games | | | 15 | | | | | 38 |
| (23) Models | | | 12 | | | | | |
| (24) Charts | | | | 154 | | | 81 | |
| (25) Multimedia kits | | 70 | | 62 | | | | |
| Music scores | | | | | | | 69 | |
| Programed films | | | | | | | 57<br>25 | |
| Filmstrip kits | | | | | | 10 | | |

Table G. Number and Types of Audiovisual Equipment Available Per Teacher's Station and in School Media Centers, by School

| Audiovisual Equipment | * Eagle Drive | | ** Lawsonville Avenue | | ** Prairie | | Burnt Hills | | Lexington | | Michigan Avenue | | **** Hemet | | Highland Park | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 1. 16mm. projectors | 1 per 10 | | 1 per team | | 1 per 7 | | 1 per 15 | 1 | 1 per 4 | 3 | 3 | | 1 per 53 | 1 | | 6 |
| 2. 8mm. projectors | 1 | | | 2 | 1 per 14 | | | 5 | 1 per 48 | 1 | 4 | | | | | 4 |
| 3. 2x2 slide projectors | | | | 10 | 1 per 28 | | 1 per 15 | 3 | 1 per 4 | 2 | | | 1 per 53 | 1 | | 1 |
| 4. Filmstrip projectors | | | | | 1 per 4 | | | | 1 per 4 | 2 | | | | | | 7 |
| 5. Combination filmstrip-slide projectors | 1 per 5 | | | 8 | 1 per 14 | | 1 per 7 | 1 | 1 per 4 | 2 | 3 | | 1 per 7 | 1 | | 7 |
| 6. Sound filmstrip projectors | | 2 | | 6 | 1 per 14 | | | 1 | 1 per 24 | 2 | 1 | | | | | 2 |
| 7. Overhead projectors | 1 per 7 | | | 16 | 1 per 4 | | 1 per 12 | 1 | 1 per 3 | 1 | 5 | 2 | 1 per 4 | | | 12 |
| 8. Opaque projectors | | | | 1 | 1 per 28 | | 1 per 30 | | 1 per 16 | 2 | 1 | | | | | 3 |
| 9. Filmstrip viewers | | | | 7 | 1 per 1.5 | | | 8 | 1 per 6 | 18 | | 13 | | | | 7 |

Table G. Number and Types of Audiovisual Equipment Available Per Teaching Station and in School Media Centers, by School--Continued

| Audiovisual Equipment | Eagle Drive | | Lawsonville Avenue | | Prairie | | Burnt Hills | | Lexington | | Michigan Avenue | | Hemet | | Highland Park | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 10. Slide viewers | | | | | | | | 2 | | | | | | | | 1 |
| 11. TV receivers | | | | 5 | 1 per 14 | | 1 per 1.3 | | 1 per 6 | 2 | 1 | 1 | 1 per 27 | | | 3 |
| 12. Micro-projectors | 1 per 50 | | | 1 | 1 per 14 | | | | | | | | | | | 7 |
| 13. Record players | 1 per 2 | | | 26 | 1 per 1.5 | 1 | 1 per 12 | 1 | 1 per 2 | 5 | 5 | 5 | 1 per 5 | | | 17 |
| 14. Audiotape recorders | 1 per 10 | | | 6 | 1 per 3.5 | 1 | 1 per 7 | 1 | 1 per 7 | 2 | 6 | 4 | 1 per 4 | | | 8 |
| 15. Portable group listening stations | | 1 | | 4 | 1 per 6 | | | | 46 ear-phones<br>1 per 12 | 10 | | 1 | 1 per 53 | | | 1 |
| 16. Radio receivers | 1 per 50 | | | ***<br>1 | 1 per 9 | | | | | | 4 | 2 | 1 per 53 | | | |
| 17. Copying machines | 1 per 25 | | | 4 | 1 per 28 | | | 1 | 1 per 24 | 1 | | 1 | 1 per 53 | | | 2 |
| 18. Micro readers | | | | | | | | 2 | 1 per 5 | 9 | | | | | | |

| Audiovisual Equipment | Eagle Drive | | Lawsonville Avenue | | Prairie | | Burnt Hills | | Lexington | | Michigan Avenue | | Hemet | | Highland Park | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) | (1) | (2) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 19. Micro-reader printers | | | | | | | | | | | | | | | | 1 |
| 20. Videotape recorder system | | | | 1 | | | | 4 | | | | | 1 per 53 | | | |
| 21. Cameras | | | | | 1 per 28 | | | | 1 per 12 | 4 | | | 1 per 18 | | | 2 |
| Other | | | | | | | | | | | | | | | | |
| 22. Controlled Reader | | | | 1 | 1 per 14 | | | | 1 per 4 | 3 | | 5 | | | | |
| 23. Honor roll teaching machine | | | | | | | | 3 | | | | | | | | |
| 24. Language masters | | | | | | | | | 1 per foreign language | 3 | | | | | | |
| 25. Cyclo-teacher | | | | 1 | | | | | | | | | | | | |
| 26. Language master | | | | 1 | | | | 1 | | | | | | | | |
| 27. Tachistoscope | | | | | | | | 1 | | | | | | | | |

(1) Number per teaching station.
(2) Number for use in media center.
* Media center is considered a station.

** All equipment is circulated from media center and may be used there.
*** Used through loudspeaker to classrooms as needed.
**** School totals rather than number per teaching station.

Table H. Number and Titles of Professional and Clerical Media Personnel in School Media Centers, by School

| School | Professional | | | Media Aide | | | Technician | | | Titles of Professional Personnel |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT * | PT ** | FTE *** | FT | PT | FTE | FT | PT | FTE | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Eagle Drive | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | School Librarian (2) |
| Lawsonville Avenue | 1 | 1 | 1 1/2 | 1 | 1 | 1 1/8 | 0 | 0 | 0 | Media Specialist<br>Librarian |
| Prairie | 1 | 1 | 1 1/2 | 1 | 0 | 1 | 0 | 0 | 0 | School Librarian (2) |
| Burnt Hills-Ballston Lake | 4 | 0 | 4 | 3 | 0 | 3 | 0 | 0 | 0 | **Technician (part-time)**<br>**Media Production Specialist**<br>Media Specialist(3) |
| Lexington | 2 | 3 | 3 1/2 | 2 | 0 | 2 | 0 | 0 | 0 | Learning Center Coordinator<br>Librarian<br>Research Consultants |
| Michigan Avenue | 1 | 1 | 1 1/5 | 1 | 1 | 1 1/2 | 0 | 0 | 0 | School Librarian |
| Hemet | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | School Librarian |
| Highland Park | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | **Subject Specialist**<br>School Librarian (2) |

* Full time.
** Part time.
*** Full-time equivalent.

Table I. Added Facilities for Media Center Quarters, by School

| Facilities 1 | Eagle Drive 2 | Lawsonville Avenue 3 | Prairie 4 | Burnt Hills 5 | Lexington 6 | Michigan Avenue 7 | Hemet 8 | Highland Park 9 |
|---|---|---|---|---|---|---|---|---|
| 1. Circulation and distribution area | x | x | x | x | x | x | x | x |
| 2. Story telling (elementary only) | x | x | x |  |  | x |  |  |
| 3. Reading and browsing | x | x | x | x | x | x | x | x |
| 4. Conference rooms |  |  | x |  | x | x | x |  |
| 5. Classroom or large-group instruction area |  | x | x | x | x | x |  |  |
| 6. Media production laboratory |  | x | x | x | x |  | x | x |
| 7. Stack and storage area | x | x | x | x | x | x | x | x |
| 8. **Workroom** | x | x |  | x | x | x | x | x |
| 9 Professional study center | x | x | x | x | x |  | x | x |
| 10. Office |  | x | x | x | x | x | x |  |
| 11. Group listening station | x | x | x |  | x | x | x | x |
| 12. Group viewing station | x | x | x | x | x | x | x |  |
| 13. Independent study stations | x | x | x | x | x | x | x | x |
| 14. Independent viewing stations | x | x | x | x | x | x | x | x |
| 15. Independent listening stations | x | x | x | x | x | x | x | x |

Table J. School Media Center Services Offered to Children and Teachers, by School

| Services 1 | Eagle Drive 2 | Lawsonville Avenue 3 | Prairie 4 | Burnt Hills 5 | Lexington 6 | Michigan Avenue 7 | Hemet 8 | Highland Park 9 |
|---|---|---|---|---|---|---|---|---|
| 1. Lending special classroom collections from media center | x | x | x | x | x | x | x | |
| 2. Conduct of program of instruction in study skills and use of materials | x | x | x | x | x | x | x | x |
| 3. Distribution of bibliographies | x | | x | x | x | x | | x |
| 4. Distribution of handbooks on use of media center | | | x | x | | | x | x |
| 5. Orientation in use of media center for new teachers | x | x | x | x | x | x | x | x |
| 6. Inservice education in use of media center | | x | x | x | x | x | x | x |
| 7. Interlibrary loan program | x | x | x | x | | x | x | x |
| 8. Book talks given in classroom | x | x | | x | x | x | | x |
| 9. Conduct of book discussions | x | x | x | x | x | | x | |
| 10. Conduct of film discussions | x | | | | x | | | |
| 11. Story telling (elementary school only) | x | x | x | | | x | | |

| Services | Eagle Drive | Lawsonville Avenue | Prairie | Burnt Hills | Lexington | Michigan Avenue | Hemet | Highland Park |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 12. Provision of information and reference service | x | x | x | x | x | x | x | x |
| 13. Provision of advisory services in selection of materials | x | x | x | x | x | x | x | x |

Table K. Number of Students Interviewed, by School, Grade, and Sex

| School | Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Total |  | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  |  |  |  |
|  | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Eagle Drive | 13 | 11 | 16 | 14 | 18 | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 47 | 37 | 84 |
| Lawsonville Avenue | 6 | 3 | 2 | 4 | 5 | 5 | 5 | 5 |  |  |  |  |  |  |  |  |  |  |  |  | * 25 | * 25 | 50* |
| Prairie | 5 | 3 | 11 | 9 | 5 | 15 | 13 | 10 |  |  |  |  |  |  |  |  |  |  |  |  | 34 | 37 | 71 |
| Burnt Hills-Ballston Lake |  |  |  |  |  |  |  |  | 23 | 23 | 13 | 12 | 14 | 8 |  |  |  |  |  |  | 50 | 43 | 93 |
| Lexington |  |  |  |  |  |  |  |  | 16 | 17 | 23 | 10 | 29 | 30 |  |  |  |  |  |  | 68 | 57 | 125 |
| Michigan Avenue |  |  |  |  | 6 | 5 | 7 | 2 | 9 | 10 | 15 | 7 |  |  |  |  |  |  |  |  | 37 | 24 | 61 |
| Hemet |  |  |  |  |  |  |  |  |  |  |  |  | 17 | 10 | 15 | 15 | 13 | 4 | 12 | 9 | 57 | 38 | 95 |
| Highland Park |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 16 | 14 | 20 | 15 | 14 | 15 | 50 | 44 | 94 |

* Totals include 8 boys and 7 girls, grades 1-12.
F - Female
M - Male

Table L. Student Use of Media Center, by School

| Item | Eagle Drive | Lawsonville Avenue | Prairie | Burnt Hills-Ballston Lake | Lexington | Michigan Avenue | Hemet | Highland Park |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Extent to which students seem to be using media center: | | | | | | | | |
| a. More than they used to | 82.1 | 50 | 92.9 | 81.7 | 92.8 | 78.6 | 69.4 | 90.4 |
| b. Less than they used to | 4.7 | 2 | 0 | 2.1 | 0 | 1.6 | 6.3 | 1 |
| c. About the same | 7.1 | 28 | 1.4 | 6.4 | 2.4 | 14.7 | 8.4 | 4.2 |
| d. Don't know | 5.8 | 20 | 5.6 | 9.6 | 4.8 | 4.9 | 15.7 | 4.2 |
| 2. Reasons students use media center more: | | | | | | | | |
| a. More attractive | 8.5 | 2 | 1.4 | 5.3 | 5.6 | 1.6 | 44.2 | 17 |
| b. More materials | 53.5 | 19.2 | 60.5 | 20.4 | 55.2 | 50.8 | 64.2 | 42.5 |
| c. Needed for school work | 17.8 | 4 | 9.8 | 27.9 | 28 | 26.2 | 46.3 | 25.5 |
| d. Media specialist helpful | 8.5 | 0 | 4.2 | 5.3 | 3 | 4.9 | 9.4 | 18 |
| e. Has AV materials | 3.5 | 8 | 7 | 24.7 | 12 | 11.4 | 14.7 | 17 |
| f. Like to use AV equipment | 1.1 | 18 | 16.9 | 18.2 | 5.6 | 6.5 | 10.5 | 8.5 |
| g. Other | 2.2 | 2 | 1.4 | | | 1.6 | 3.1 | 2 |

Table L. Student Use of Media Center, by School--Continued

| Item<br>1 | Eagle Drive<br>2 | Lawsonville Avenue<br>3 | Prairie<br>4 | Burnt Hills-Ballston Lake<br>5 | Lexington<br>6 | Michigan Avenue<br>7 | Hemet<br>8 | Highland Park<br>9 |
|---|---|---|---|---|---|---|---|---|
| 3. Extent to which individuals are using media center: | | | | | | | | |
| a. More than they used to | 92.8 | 58 | 91.5 | 69.8 | 92.8 | 80.3 | 65.2 | 86.1 |
| b. Less than they used to | 3.5 | 2 | 2.8 | 6.4 | 2.4 | 6.5 | 6.3 | 2.1 |
| c. About the same | 3.5 | 40 | 2.8 | 23.6 | 4.8 | 13.1 | 28.4 | 11.7 |
| 4. Reasons individuals use media center more: | | | | | | | | |
| a. More attractive | 8.5 | 6 | 0 | 3.2 | 3.2 | 1.6 | 24.2 | 8.5 |
| b. More materials | 46.4 | 32 | 40.8 | 18.2 | 49.6 | 47.5 | 44.2 | 43.6 |
| c. Needed for school work | 21.4 | 6 | 23.9 | 31.1 | 39.2 | 29.5 | 47.3 | 34 |
| d. Media specialist helpful | 2.3 | 0 | 8.4 | 3.2 | 4.8 | 9.8 | 3.1 | 18 |
| e. Has AV materials | 23 | 0 | 8.4 | 17.2 | 9.6 | 3.7 | 4.2 | 13.8 |
| f. Like to use AV equipment | 0 | 14 | 9.8 | 11.8 | 4 | 13.1 | 2.1 | 7.4 |
| g. Other | 14.1 | 6 | 1.4 | 1 | 3.2 | 11.2 | 14.2 | 2 |

# APPENDIX

## Section 2

## ESEA Title II

## Definitions for Survey, Special-Purpose Grants Program for Demonstration Purposes

1. Elementary schools are schools classified as elementary by State and local practice and composed of any span of grades not above grade eight. The term includes kindergarten and prekindergarten levels if they are under the control of the local board of education.

2. Secondary schools are schools comprising any span of grades beginning with the next grade following the elementary school and ending with or below grade 12, including junior high schools, the different types of high schools, and vocational or trade high schools.

3. Expenditures for instruction include salaries of administrative and instructional personnel (including consultants or supervisors of instruction, principals, teachers, guidance personnel, and media specialists); salaries of clerical personnel serving administrative and instructional personnel; textbooks; instructional supplies; printed and audiovisual materials, binding, rebinding, and supplies for media centers; printed and audiovisual materials purchased from other than the media center budget; and travel and miscellaneous expenses of the instructional staff.

4. Average daily membership (ADM)

$$\text{ADM} = \frac{\text{Annual aggregate attendance + annual aggregate absence}}{\text{Actual number of days taught}}$$

5. School district services for media programs are those services provided at the school district level for developing and improving media programs in individual schools and school media centers through leadership, guidance, and assistance in the selection, acquisition, organization, and use of instructional materials.

6. Media supervisors are advisers and other resource personnel in a school system who are charged with specific supervisory responsibilities at the system level in a planned program of developing and improving media services and resources. These personnel may have a variety of titles: supervisor, consultant, coordinator, specialist, director, etc.

7. Media aides include paid adult personnel such as clerks, typists, and other clerical personnel who perform clerical and secretarial work or distributive functions for the loan of materials, or assist with the organization and use of materials. Media aides with some college training may also be assigned semi-professional duties and responsibilities.

8. Technicians are paid adult personnel with specialized skills who assist with the production of materials, and the maintenance and repair of materials and equipment.

9. Volunteers are part-time or full-time unpaid adult media aides or technicians.

10. Teachers are persons including principals, guidance counselors, media specialists or other members of the instructional or supervisory staff engaged in carrying out the instructional program of an elementary or secondary school.

11. Printed materials include books; magazines; newspapers; pamphlets, clippings, and ephemeral materials; catalogs; and printed programed materials.

12. Audiovisual materials include filmstrips; films; tape and disc recordings; slides; graphic materials, including study prints, art prints, pictures, posters, charts, and diagrams; globes; maps; microfilm; transparencies and transparency masters; realia (three-dimensional objects, museum materials, models, and samples); kits; art objects; video tape recordings; and dial-access programs.

13. Centralized processing includes cataloging activities and the normal physical preparation of instructional materials, performed centrally rather than in individual school media centers.

14. a. Media centers are units administered in individual schools where printed and audiovisual materials are made available to pupils and teachers. In this survey, the term also refers to transitional units where collections presently consist largely of printed materials. Other terms often applied to the media center are school library, instructional materials center, learning center, learning resource center, educational materials center, etc.

    b. Media centers are also maintained at school district, county, or other unit levels where professional materials for teachers and supplementary materials that individual schools cannot afford may form a major part of the collection. Among other terms used for media centers at these levels are curriculum laboratory, professional library, and materials center.

15. Classroom teachers are persons employed to instruct pupils in a situation where the teacher and the pupils are in the presence of each other. The term does not include media specialists or other instructional personnel.

16. Media specialists are full-time certified personnel assigned to one or more school buildings who have not less than 12 hours of library science and/or audiovisual education and who have at least half of their work load devoted to service as a media specialist. These persons may have a variety of titles such as school librarian, audiovisual specialist, or building coordinator. Media specialists assigned to more than one school are not to be confused with media supervisors.

17. Resource centers are supplementary media centers, structured on a subject or grade-level basis, containing special collections of instructional materials administered by the central school media center.

18. Classroom collections are instructional materials sent to classrooms from media centers or resource centers on short- or long-term loan.

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